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LIBRARIES and schools will always have this in common, that both teach through books, and should teach the use of the book to its highest efficiency. To treat the book as a tool and not as an end in itself, should be the common aim of teacher and librarian. The work inside the school room during school years should be the development of the young learner into the reader so that outside the school room, through the long years of after life, books may be the equipment as well as the delight of the educated person. The teacher naturally emphasizes the text book as the one source of knowledge, while the librarian has the somewhat different function in leading the reader into choice for himself. To accomplish this transition should be the work of the librarian in the schools, and it seems better that the branch librarian should therein assist and complement the teacher, rather than that the teacher should herself become the librarian. But this makes it none the less necessary that the teacher should be fully informed and sympathetic as to library methods as distinguished from school methods. Nothing better has been accomplished for education in recent years than the co-development of teachers and librarians in their common aim, and particularly their association in library and school organizations, through which each side may keep closely in touch with the other's work.

SOME years ago Grand Rapids, Michigan, started an experiment, described by Mr. Ranck in the *LIBRARY JOURNAL* for April, 1907, February and April, 1909, in the establishment of school libraries as branches of the public library. How this has worked out is indicated in the informing paper by Miss Rawlinson, printed in this school number. At first there was some hesitation on the part of teachers and the public in accepting the new departure, but now teachers, pupils and the public are united in approval of the scheme, and the library is taxed to its utmost resources to answer the demand of the schools. In New York and in other great centers, where the school system has an immense organization, the tendency is on the contrary to make the

school libraries a separate institution, independent of the public library system. Whether the schools should attempt to cover the field of the library, or the library should reach down into the schools, is a question really of efficiency, to be decided by actual experience. New York state long ago proved the inefficiency of the old scheme of district school libraries, which without efficient supervision came to an untimely end, with great wastefulness of force and money. The school library system of New York is not to be condemned by the ill results of the old state system, but it is probably true that, in the great city as in the small city, the best results would be reached by having the school libraries branches of the public library.

THERE is evidence in some places of a reaction from the maintenance of libraries as a separate part of the educational system. Minneapolis has gone so far as to propose in its new charter the merging of the functions of the library board in the school board, the result of which would probably be to subordinate the library unduly as a part of the educational system. Almost universally the administration of a library by a separate board of trustees has been found to give the best results. In New York City there has been a determined effort on the part of some of the municipal authorities to make the public libraries of New York and Brooklyn, though both are by law private corporations, departments of the city government, subordinate to the central authority. This has gone so far that the city comptroller at the beginning of the year required the library boards to submit their salary lists in detail for his approval. The logical result of this would be to make a hard and fast rule and handicap the librarian as the executive of the library system in all his relations with his staff in selection, promotion, vacations and other details. Of course, the municipal authority which supplies the funds for a municipal library should have full control, in the large sense, by prevision and audit; but this should not go so far that in providing safeguards it actually embarrasses a careful executive and conscientious trustees in

allotting the funds in detail with a view to the highest efficiency and the closest economy as to which those in immediate charge of a library should be the best judges.

THE municipal civil service is now protected in most cities by examinations and other safeguards which fortify it against partisan misuse. It is not unnatural that municipal civil service commissioners should desire to include in their general scheme the school and library systems. Certainly no features of municipal administration should be more carefully guarded from the spoils system. But it is peculiarly desirable that in applying the merit system to schools and to libraries, it should be done in a way to obtain the best results, and these can be accomplished only by specific examinations covering the specific field. In the library systems of New York, not least in Brooklyn, a scheme of civil service examination has been worked out to cover both appointments and promotions, which produces excellent results, and smaller cities, as is illustrated by the civil service scheme for Somerville, Mass., printed elsewhere, are working out like methods. The first feature of a civil service examination should be, of course, a test of general intelligence and information, but beyond this the test should be specialized with reference to the specific work of the post. This is provided for in most states through specific teachers examinations, as the regent examinations in the state of New York, and where a library is large enough to have a considerable staff it is by all means best that the examinations both for appointment and promotion should be conducted on library lines by the library authority. This is admitted by all civil service experts and should be understood by the public.

THE legislative reference idea is responsible for the recent modern development of municipal libraries either as separate institutions, or better as branches of the public library systems. Some old New Yorkers may recall the city library of ancient days concealed in the City Hall, which consisted chiefly of unused documents given by foreign governments and innumerable copies of Valentine's Manual of the City of New York. Usually the librarianship was a plum for an ignorant political henchman, but a generation ago Richard

Henry Stoddard, the poet, was appointed to the position, and proceeded to investigate the library. He was a person with a gift for profanity as well as poetry, but when he mounted the step-ladder to investigate the undisturbed top shelves his expletives were literally choked in his throat by the dust of ages. This so-called library was one of the last to resist the modern library spirit, but that last bulwark of antiquity has now to succumb, and under the administration of the New York Public Library will become a useful and profitable feature of the municipal government.

THE Springfield (Mass.) library building proves almost a new departure in library architecture in the planning of its interior arrangements and should be carefully studied in the planning of future buildings for other cities. Thanks to the close coöperation of Librarian Wellman and Architect Tilton, two notable achievements have been accomplished, the effective utilization of large spaces in combination with ease of administration and convenience for the reader. There are no forbidding wastes of staircases and entrance halls, but instead direct access to the delivery desk under the central dome and thence to the "bookroom," where an attendant at once greets the reader from the desk, and points out or shows to him where the desired book is to be found. The radial arrangement of shelving at the end of a rectangular room is an innovation which has justified itself in practical experience, and the placing of the stacks for less-used books in the basement immediately under the bookroom has decided advantages. By the use of two galleries around the main bookroom, offices for the librarian and the working force are provided for without lessening the height of the main room or cutting off the supply of light from overhead. Every visitor to the main floor of the library must pass the delivery desk on entering and on leaving the library, but this is happily managed without sense of restraint. On the other hand, separate access is provided for the newspaper-room on the one side, and for the children's-room on the other side of the main entrance in the basement; and as both these rooms should involve a special attendant, there is no administrative waste to offset this convenience. The result has been accomplished at a minimum of cost, and the whole effect is especially worthy of study.

THE USE OF THE LIBRARY IN THE GRADES

BY MISS ELEANOR V. RAWLINSON, *Teacher in the Sigsbee School, Grand Rapids, Mich.*

A CERTAIN Baptist preacher in the days when loyalty meant adherence to the particular tenets of one's own denomination once gave out his text and the divisions of his sermon thus: "I have chosen for my text this morning the words found in the third chapter of Genesis, ninth verse, 'Adam, where art thou?' I will divide my discourse into four heads: Firstly, where Adam was; secondly, where Adam was not; thirdly, where Adam ought to have been; and fourthly, baptism by immersion." But in these days one may not with impunity foist his sectarian or individual beliefs onto his hearers without showing a somewhat closer connection with the main subject. Every device, every method, every theory must make its satisfactory answer to the question, "How far can that project the soul on its lone way?" So one may not even consider so obvious a subject as the place of library work in the schools except in the light of the purpose of the schools, or, what amounts to much the same thing, the business of the teacher. Time has been when that was considered to be the hearing of lessons. The pupil making a glib recital of words which were verified by the open page before the teacher, satisfied the inspector that the teacher was "keeping a good school." It was a distinct advance in pedagogy when the pupil told the facts contained in the lesson, and the teacher, with closed book and professional pride, was able to say whether or not he had recited correctly. But that conception, too, has long been outgrown. Neither is it any longer held that a teacher fulfils his mission if he acts as an instructor; that is, in the sense of imparting knowledge; though to refrain from that is often a difficult thing. I remember once doing tutoring with a boy who was slow in arithmetic. He was struggling with an example in multiplication and was caught on

seven times eight. I was anxiously watching him work out his own salvation and he had almost arrived when an elderly relative of the boy, who was in the room, evidently out of patience with a tutor who helped so little, told the boy that seven times eight is fifty-six. So that effort was abortive and the slow process had to begin over.

We will probably agree that, in its academic aspect, our business is to teach children to think—leading them to observe, experiment and draw conclusions; helping them to gather material and organize it discriminatingly; to appreciate values and to see from various points of view.

It seems on the face of it contradictory to begin a talk on the use of the library by saying that books should be the last resort; yet I hold with Jack Senhouse that it would be better, perhaps, if a child never saw a book before he is fifteen. But that would be under ideal conditions of study and not those that hamper us. If every teacher could be a master, as the few in all ages have been, and there could be enough of them to go around so that each child might have a fourth of his attention instead of a fortieth of it, then to walk and talk with him might be the sum of a child's needs in education. With all out-of-doors for a laboratory, to lead his pupils to see things, to compare, to experiment without too much waste, to draw conclusions, to find their own problems, and set them on their way to solving them—this would be the master teacher's happy work. The child would think his own thoughts and not rethink those out of books—to be sure they might not be new thoughts, but they would be his own, however often they had been thought before.

The world's great epics he would get "by heart" in the real sense of that expression, for he would hear them told, as earlier peoples did, by a master story-teller. With what appreciation a child thus taught would at last go to the books so long withheld, bringing to them ideas and experiences of his

Read at the Library Section of the Michigan State Teachers' Association, Detroit, Nov. 3, 1911. There is a branch of the Public Library in the Sigsbee School.

own by which to interpret those which he found between the covers.

But this is visionary if not prophetic, and we have to come from dreaming of ideal conditions to those which exist at present and to consider how we can best makeshift with the means at hand.

Concretely then our question is: How can the library help in the work of the grades? That is, how can it help the teacher in his business of training the pupil to think? And here we come to the point that while a single book, especially a text-book, which is necessarily bad, may be stultifying to thought, a large number of books has quite a contrary effect. The child—yes, even the grown person—who uses a single book, has toward it the attitude of the little girl toward her mother when she said to a playmate, "My mamma says it's so, and if she says it's so, it's so, whether it's so or not." That is, a book being a printed thing and coming from he knows not where, is an absolute authority which it does not occur to him to question and he swallows statements of fact and opinion whole. These become his beliefs, not from any thinking process, but in the old blind way of faith. A child's credulity is so great that an unprincipled person might well be tempted to practice upon it. He believes what the books say simply because they say it and not because he knows the statements are made on good authority. Question a child who comes to you from a school where a single text is used, in history, for example. He will tell you the color of the book perhaps, and certainly how many pages he has "been over"; but rarely indeed the name of the author. "It says so in the 'Jography,'" he will maintain, quite as he might, "It says so in the Bible." So bigotry is perpetuated. For children are naturally intolerant, just as they are naturally credulous, and the second comer stands little chance with his ideas, which are generally spurned without consideration.

With the use of many books these difficulties are obviated. When a child finds that the "doctors disagree" he is at first nonplussed and helpless, but with the proper guidance he is soon set on a search for truth. Apparently conflicting statements can often be harmonized, if hunted down to their sources, or discarded as unimportant details.

The other day a teacher told me that her class became quite excited because the text that one child was using spoke of a certain navigator as a Genoese, while that of another called him a Venetian. This led to some research and the discovery that he had lived in both cities, and also to the conclusion that the author's point in each case being that he was an Italian, though in the service of another country, the particular city of which he was a native was a matter of no moment, except to precisians.

So a very important detail may be made the point of departure which shall start the children into the search for authorities. The idea is often new to them that the author of their particular text is a common living man, often a teacher in some university, and that he writes, not by inspiration as one having authority, but by consulting the sources where available and more often by consulting those who have consulted the sources; that possibly he may be mistaken in his conclusions and that the student, even though a child, is at liberty to differ—that is, if he has himself been to the sources. Perhaps this brings an author down from his pedestal for the children. I remember the wide-eyed wonder and awestruck tone of a little child who had pointed out to her a lady who sometimes wrote stories for the *Youth's Companion*. It is a far cry from that to the nonchalance with which a not over-bright girl in my room a few years ago regarded the author of "Pioneers of the Mississippi Valley." We had used the book quite largely in studying the explorations of La Salle and supplemented it with a library copy of Parkman, who was evidently used as authority in preparing this volume. A map in the little book failed in some particular to harmonize with Parkman's text, and the children suggested that we follow our usual plan of writing to the author about our difficulty. It chanced, however, that Dr. McMurry was to be in our city shortly to deliver some lectures, and I told the children that I would ask him personally, if possible, about the seeming discrepancy, thinking that would make an author more real to them than even the letters we had received from those to whom we had had occasion to write. By good fortune, Dr. McMurry visited us while he was in the city and the children then had the opportunity

of themselves stating their difficulty to him. The next day many of the children mentioned this circumstance in their weekly journals that each child wrote, and the pupil in question said in hers: "Dr. McMurphy was up to our school yesterday to see what fault it was we found with his book." But ordinarily this familiarity with books as the written ideas of real people gives the child an intelligent respect for writers while it destroys their blind subservience to them.

With the knowledge of how books are written comes an understanding of values. A class is at first surprised, in reading several authors on one subject, to find in two different books a paragraph or a page worded almost exactly the same. But when he has answered the questions: Which book was written first? Then if the other relied on the first for his text, which is likely to be nearer the sources? he is ready to intelligently eliminate one of them. Unfortunately, source material is still rather scarce in our libraries, although it is becoming more common. Even here there are discrepancies. So the pupil must learn that the original manuscripts are often all but obliterated or exist only as copies with two copies varying.

As he advances he learns to estimate the relative value of, say, a letter written long after an event and a journal kept at the time. "In a book I have at home," he will sometimes say at first, "it says thus and so about the habits of the squirrel." But, Who wrote the book? and, What is the author's standing among naturalists? etc., will bring him to a more careful consideration of a contrary statement in another book. If it leads to a patient observance on his own part of the habits of the squirrel to see which is correct, it will have done its perfect work, and his tolerance will be still further increased by the difficulty of arriving at any sure conclusion.

The pupil's attitude towards the teacher is often changed in this way. Instead of asking the teacher to settle a point he will ask for the teacher's opinion and value it—as an opinion, but also feel free to differ. In a new class this fall I overheard a little girl sitting down in front whisper to the one next to her that she didn't agree with what I said. "Why don't you say so aloud, Minnie?" I

asked, and she falteringly replied that she didn't dare. That feeling is soon changed with the use of many books, and a child will feel free to say, "I don't see how it can be as you think," a sign of thinking on his part and an excellent opening for discussion.

The children's attitude toward each other changes from brutal intolerance to respectful interest in each other's opinion, and his reasons for it. At the beginning of the year Nellie says thus and so. Kenneth replies, "Tain't, either," and Nellie's only argument is, "'tis, too." But before the end, trained in this way, Kenneth expresses an opinion and Nellie rises and says, while Kenneth listens with interest, "I don't agree with you," and tells why. Next day Nellie begins the recitation with, "I have been thinking over what Kenneth said yesterday, and I believe he is right after all."

Then the child's own opinion becomes also of value to him. Every teacher is familiar with the pupil who comes up to him with a problem in arithmetic which he has worked out and says "Is this right?" You ask him to explain his process step by step, halting him here and there for a reason or a rule. When he finishes, instead of being satisfied, he says, "Then is it right?" Your word for it, and not his belief in the reasoning being his necessity. But as he becomes accustomed to holding a writer responsible for his statements, he begins to have some confidence in his own ability to arrive at a conclusion which he is ready to give reasons for.

We are constantly being surprised that children know so little; that is, many things which are so familiar to us that they are merely matters of fact, and, therefore, which we take it for granted every one knows, have never been brought to the child's attention. The unit of the library is the book, and the commonest things about it children are often unfamiliar with. Why should they be handicapped by not having the use of this tool thoroughly taught to them? When they come in with new books one lesson may well be devoted to the proper way of opening a new book—turning down a few leaves at a time at front and back alternately. While they are all doing this and learning the wherefore—keep the back from breaking—some in the class are getting their first lesson on treating

books with respect and perhaps are a little less likely to fill in the o's solidly and disfigure the pages in other familiar ways. We took the time one year, and I rather think it paid, for inspecting all the text-books of the class once a month, to see how neat they were kept. Many a book which was seeing service with the third or fourth member of the family had such a cleaning up and pasting in of pages as it had never hoped to see, and I think no other class that I have known has ever handled the furnished readers as carefully as that one did. One finds that the average child does not know how to find what a book contains on a given subject even when a book is put into his hands. He will more likely turn to the table of contents than to the index, if he does not helplessly flounder in the text. A little practice with the text-books will make him familiar with this key: "Find all the references to the articles of confederation." "Is there any other page on which there are examples in percentage?" "Does this grammar mention object complements elsewhere also?" This, of course, being incidental to the lesson which is thereby helped. The comprehensiveness of the table of contents will be brought home to the class, if in beginning the work in a text-book a lesson is spent in discussing the table and considering which of the subjects treated are to be studied during the term. The personality of the author can be emphasized by not always speaking of "the geography," but by such expressions as "Get out your Frye and turn to page so and so," or, "Dodge says," etc. They will learn the function of the publisher in some of the language lessons on letter-writing when the problem is to order copies of one of their text-books. So far the work can be done entirely with their own single text. The preface of a text-book is generally addressed to the teacher, and so is not fit reading for the children. That, as well as the office of translator, editor and illustrator, will probably need to be left until more books are accessible.

We were especially fortunate in having located in our school one of the branches of the public library with a regular librarian in charge afternoon and evening. During the forenoon the library is not open to the public. We felt that this was an opportunity to familiarize the children with using books of

reference. We began by going there once a week to study the current events lesson. For this study the class was divided into groups of six or more, each with its leader. Each group was assigned its topics from the current events paper we were using and was to be prepared to give to the class in recitation time any information called for by them in connection with the topics assigned. To my surprise I found, after a few trials, that almost the only books used were the dictionaries and cyclopedias. There were reference books of all kinds, atlases (ancient and modern), biographies, histories, something on every science and industry, nature books, and, of course, a liberal amount of literature. But the children seemed not to know how to use them. So I prepared a list of books, any of which might be useful as a reference, and gave to each child a card containing the title and author of one of the books. He was to find his book, look carefully over the table of contents, read up some one topic in it, and report to the class the nature of the book, the subjects it dealt with, and what it had to say about one of the subjects to show the method of treatment. When he was ready to report he was to hand in his card. We spent one period together in the library, after the cards were given out, to get the work started. After that each was to find his own time to complete the work. As soon as the cards began to come in reports were given to the class. After a few had been given they were kept fresh in mind by asking from time to time such questions as, "If you wish to look up the smelting of iron what book would you consult?" "Where would we be likely to find the average wages paid to railroad workers?" "Go to the library and look up the formation of sand dunes. What book will you use?" "The class is in doubt as to which of these sprays of evergreen is spruce and which fir. Will you find out for them and tell us what book you intend to consult?" "Some one says there is an ordinance against snowballing on our streets. Where will you find out if this is true?" etc., etc. In this way they become more independent of help, more able to find for themselves the information sought.

It is an interesting experiment to have the class compile a list of the books and selections they have enjoyed reading, in school or

elsewhere; then to have them give their opinion as to which of these might properly come under the head of literature and which are mere books, stories generally, enjoyable to read but not classics. One class, after doing this, tried to formulate a definition of literature. They felt what it meant, but could not well express it. So they were interested when one of them thought to look up a definition in the dictionary and read it to them, and then they insisted on going over the list again with the definition in mind. They had classified the list, with a single exception, as you and I would have done.

The card catalog seems a mystery to children and most will appeal to the librarian rather than consult it. Familiarity with this would give them somewhat more independence. To really understand a thing one should make a similar thing. Partly with this in view, partly to start a topical index in history which would be helpful to following classes and added to by them, and partly to carry on systematically in class the work of reading various authors, comparing, sifting, weighing, discriminating and systematizing their varying expressions on one subject, we made a card catalog on the subject of slavery, quite prominent in our eighth grade work. In this way we made a more thorough study of slavery than any class I have before been connected with have done, and it went hand in hand with the making of the index. All books which might possibly contain anything on the subject were first examined by the class through the table of contents and the index for any references. These were read and listed on separate slips of paper with book, author, page and phase of the subject from an outline which they were obliged to adopt on faith. We were then ready for the study. The first topic was given out and the slips having references to that topic distributed, the books for this part of the work being brought to the class room or the class going to the library as might be convenient. Each one having a slip read his reference aloud, while the class made notes. If, in the judgment of the class, the reference was a good one, it was saved, otherwise discarded. After all were read each pupil put his notes in shape in outline form, and by that time he knew much more of the topic than he could have gained by any amount of study alone, for

there was a great deal of discussion, re-reading, comparing this statement with that as the work progressed. The outlines were far better than those made from reading a single text could be. Every author said some of the same things and after a point had been read several times from as many books, the pupil came to see that it was an important one, while some detail, mentioned by one or two, slipped into its proper subordinate place or was omitted from the outline. When a topic was finished in this way the references were copied onto a card by some member of the class and the next topic was taken up. This set of cards was then ready for the next class, with the idea that each succeeding class might add a new subject to those indexed, though, of course, the value of the index was largely in the making, for in doing that they got their extensive reading of the subject. Incidentally they learned not to be afraid of a card index.

One portion of our library, known as the School Reference Library, contains, besides such books of reference as children could well use, all the classics that are within their range, fables, folk stories, hero tales and the like in various editions. A catalog of this reference library was published in one of the monthly bulletins of the public library and copies distributed to all the children. One class spent some time in classifying the titles from this catalog in accordance with the list of subjects compiled by themselves. They thought of history, biography, science, industries, fairy tales, hero tales, and I believe one or two others. Of course, they were obliged to put a large number in the miscellaneous column. Having done this they were ripe for the Dewey decimal system of numbering books, to which they were introduced not to make librarians of them, but to acquaint them with a fine system of classification—a faculty rather weak in children. After their own experiments it was not so much a revelation to them that all human thought might be classified under ten heads. They learned what the first figure in a library book numbered according to this system means, and occasionally the second. No doubt most of the class have by now forgotten what the various figures stand for, but they will always have an intelligent idea of the system of numbering, knowing that the numbers mean something

and are not arbitrary symbols. After this little study they wanted to number the few reference books in our room, and then their own text-books. Some carefully studied out the subject until they were able to number the books that they owned at home, thus giving them the dignity of a library in their owner's eyes. Difficulties in classifying called for help from the branch librarian, known to the younger children as the "library teacher," not a bad term in such a case. Of course, a school building that has in it a branch of the public library is especially fortunate, but the aims of the two institutions are so related that it should not be difficult anywhere to establish coöperation. The "library teacher" gave the children talks on the making of a book. They had a press and had done some printing, though they had not learned the process of binding, and were interested in every detail. Once the librarian was permitted to bring out and show to them a number of rare editions and choice bindings. They were extremely interested and handled them as carefully as their owner would. A beautifully illuminated "Book of hours" especially delighted them, for they remembered how one of our local raconteurs had told them the tale of "Gabriel and the hour book," and they also associated it with the line in the "Idylls of the king," which they had been reading, "Such a palm as glitters gilded in thy book of hours." They were reading Shakespeare's "Julius Cæsar" at the time, and they remembered from their "Evangeline" how Miles Standish admired the works of the Roman, so a fine copy of the "Gallic War," even though they could not decipher the Latin, held their close attention. There is no danger of their becoming bibliophiles, but they had a glimpse of one more fine and beautiful art, and will be intelligent appreciators of rare books.

In none of this work has another study been foisted upon the crowded program. In every case its reaction upon classroom work has been a decidedly helpful one. A pupil who learns to hold an author to account realizes that his own statements are to be challenged and takes pride in being able to back them up, preferring to spend time and effort in being able to do so, to standing for slipshod work. When he reads, in his history work, the journals of such men as Bradford

and Winthrop he has an incentive to make his own interesting and true and worthy of his signature. No child can make the plea for idleness, "I have my lesson," for there will always be more to look up for one who has learned that men have spent their lives in research on one subject; besides, there is always some disputed point which he wishes to hunt down. The teacher's time is conserved by the independence which the pupils attain. Without much assistance I knew a class to plan and prepare a creditable reading from the "Idylls of the king," illustrated with stage pictures formed by themselves, which were artistic and true to the time. They haunted the library—knew every book on King Arthur and his knights that was published—had their favorite illustrators; searched for days for authority as to whether Guinevere's hair was black or golden; made some scenery; built a throne; cut and fitted costumes for knights and ladies, always with open books before them; selected their readers with excellent judgment, with only the teacher's encouragement and occasional suggestion, and the librarian's enthusiastic help. In doing the work to which I referred in history the class was able to conduct its own recitation, not quite so successfully as when the teacher was by to give it direction, but, nevertheless, with fair results. That meant that as a class, and no doubt individually, they were able to study out for themselves any subject that they wished.

It is to be expected that children who have had training in the use of a library will find themselves at home in one after they have left school and wherever they may be. They will not be ignorant about a subject because they do not know how to come at information on it. Some one has said that there are two kinds of knowledge—knowing about a thing and knowing where to find out about it—and surely the latter is far more valuable than the former. If the few facts a child can learn in the years he spends with us were to be the sum total of his food for thought in later years, he would starve indeed, but if we can send him out equipped with the ability to find without difficulty the information he may wish we may feel at ease about him in that respect. We are often reminded that we are doing the greatest thing for a child if we give him a

thirst for knowledge. If knowledge were in open wells that might be sufficient, but since most of it is bottled up in books we ought to furnish him not only with the thirst but with the corkscrew to open the bottle. Of course, if the thirst is strong enough he will somehow get at the means of satisfying it, but to many the desire to know is not so great as the difficulty of finding out. To use

Henry Turner Bailey's symbolism of literature as the city of refuge, we have given the key to that city into the hands of the child by teaching him the process of reading—probably the most wonderful thing that the schools accomplish—but even so the child may wander long outside the walls, unless we make broad and easy the pathways that lead to the gates.

WHAT THE LIBRARIAN NEEDS FROM THE SCHOOLS

BY MARY ALLEGRA SMITH, *Librarian, Madison (Wis.) Free Library*

I WISH to restate the subject of this paper in the words: What the librarian needs and has a right to expect in coöperation from the superintendent and teachers of the schools.

The every-day librarian has now for many years been exhorted and even coerced by the library powers that be to coöperate with schools, to offer, offer, offer all the possible resources of the library as aids to the teacher in her labor of training the children of to-day for the men and women of to-morrow. The mistakes and shortcomings of librarians have not been wanting, but those were not given me for discussion. There is one historical fact about this effort on the part of the librarian to help the teacher. She did not make the effort in any energetic fashion for many years after libraries were established, and then again not until after children's rooms in libraries were an accomplished and approved feature, did she really begin.

Did you ever think what the establishment of children's rooms really meant? Was it not an acknowledgment of the truth that there was something to be done for children that the schools had not done and were not doing? Do you think there would ever have been just the same need for a children's department in the public library if the schools had been far sighted enough to see that the need for a director of children's reading was just as vital a need, for instance, as that for a director of children's drawing? As I remember school and library development, these two, the director of drawing and the chil-

dren's room in the public library, came to Wisconsin children at the same time. To-day, because the educational world is and has been interested in it and awake to its economic value, perhaps because of the pressure of public opinion, the drawing work is much better supervised by the schools than the reading.

It was then, after these children's rooms were sometime established, that through the library world sounded the slogan, "You must coöperate." Why did it go forth? Simply and solely because the library found the teachers were not coming. So forth the librarian went to do, if need be, more than her share. For many years now she has been going, and through her going she has learned many things about teachers, principals and superintendents; in fact, about the whole educational system of to-day, and about many things that she has seen and felt stood in the way of effective work on the part of the library, she either through grace or timidity has kept silent. Library literature on work with schools has not been a faultfinding literature, and it is only recently that one finds here and there a note that sounds a restiveness on the part of the library worker, because of the conditions under which she is expected to do work with schools, a feeling often that not quite so much of the approach ought to be expected from the library side.

The librarian of even a little experience has learned, when she enters on work in a library, to wait and see what the attitude of the school is toward the library. Are the teachers making every possible effort to interest the children in the best books? Do they come to the

library to increase their own knowledge of books for children? Are they interested in the purchases of recent books? Are they readers themselves? Do the principals of the ward schools know whether their teachers are using the resources of the library? Have they influence with their teachers? Are those principals anxious that the boys and girls learn how to use a library, so the many who leave school early may be brought into touch with an institution that may be for them a continuation school? Is the principal of the high school alive to what a library may mean to high school students? Does he really know what kind of reference work his teachers are doing? Are they able to deceive him so that when the library is doing the work or trying to patch up poor work of a teacher for the sake of the pupils, he does not know it? Just what is his idea of reference work? Is it that the library ought to be a sort of intellectual lunch counter for his pupils, and its work be judged according to the rapidity with which the lunch can be handed out, more credit being given if it is slightly predigested for the high school intellectual infant? Does he wish his pupils trained in the systematic knowledge of the use of books? Does he know whether his inexperienced teacher is adopting or adapting college methods of reference work to high school classes? What about the superintendent? Is he a man who realizes that very soon there will be no one beside himself in that city who will have so wide a knowledge of the school system as the librarian? Does he know that soon she will know the real intellectual interests of his teachers just as well or perchance better than himself and may aid him in appreciating the strength and strengthening the weakness of those teachers? Does he offer her every assistance in his power to make her work for the schools effective? Does he know she is watching the young people in the city who are the products of that school system to see just what their reading interests are? Does he know she has a right to use them as a measuring rod for the success or failure of those schools in one respect—its power to interest boys and girls in books? Is he a man who has been a force in interesting the community in the library? Has he so strong a conviction that the librarian may be a positive educational force that he has had influence

with the library board in placing in the library a person of qualifications to do the work he wishes done? Is he a man of balance? Does he realize that a librarian's work with the schools is only a part of her work, a very important part, possibly the most important part, but yet only a part? Does he help his teachers to realize this?

I repeat. The librarian of even a little experience waits to find all these things out, and usually she does not have to leave her loan desk to learn them. The larger the system of schools, the longer she may wait, for she knows here is a situation where it may be said of her, "Fools rush in where angels fear to tread."

A librarian is also guided by the experience of older librarians. What have they learned about schools and the teacher as a coöperator? She may turn to Mr. J. C. Dana's pamphlet, "The school department room," and read what Dr. Dana's convictions are about work with and through teachers. You doubtless remember that Mr. Dana does not believe in many of the methods of the modern children's room in the library. His contention is that the vast educational system is the avenue to the child. Personally, I think he minimizes the value of some of the direct work being done with children through the children's room, but I do most heartily agree with him in his main contention, "It is perfectly futile for any library, with its present financial support, to make easily accessible at the precise psychological moment, to every child in the city who can read, the book which suits his capacities and needs." He goes on to say: "It may be said in the foregoing discussion I have overlooked the inefficiency of the teacher, that I have failed to give sufficient weight to the fact that few teachers are great readers, are familiar with children's books, are interested in promoting the habit of silent reading, can use books skilfully or can teach the art of using them. . . The librarian's indictment against the teacher as thus stated is a heavy one. . . On this point of the teacher's failure to do effective work in our particular field several things may properly be said. First, the fault lies not with the teacher's capacity or her good will. . . We must look upon her seeming indifference and lack of skill in our line as not at all her fault. The fault lies in her training, and the failure

of her training can be traced back to certain unfortunate features of college and university work."

I have wondered if the full arraignment of the teacher from which I have quoted has been copied in educational journals. As the Newark library has the reputation of coöperating with all things mundane coöperatable, it sounds as though one librarian had run against some stone walls, and some of the rest of us have a fellow feeling with Mr. Dana. But the hopeful thing about Mr. Dana's situation is that he expects the doors to open in those stone walls and through them the library to enter and do its best and truest educational work. Like Mr. Dana, some of us have faith and hope too, and we are only adding work to faith and hope when we tell the educational world where we wish the doors first to open.

Please remember that what I am now going to say refers to the grade schools and to the average grade teacher. The school problem of the library to-day is the problem of the grades. The faulty library work of the high school on the side of the student is the result of faulty library work in the grades. What may be expected from the high school teacher who has had larger scholastic opportunity is not what may be expected from the grade teacher. She has had to make more use of libraries, and she has used this experience in her high school work. I have sometimes wondered if the inexperienced high school teacher, trying to use the librarian to do reference work she ought to be doing herself, has not overloaded many a librarian, so she did not have time to do the constructive work she might be doing for the grade teacher and pupil. This kind of work on the part of the teacher and the lack of any library training on the part of the pupil are to me the fundamental causes of the superficiality of much so-called high school reference work. The high school question has, however, a place of its own on the program. Again, I do not wish to discuss methods and devices the library may use to secure coöperation. What I wish to do is to picture the stone walls. May I use some of Mr. Dana's statements for my texts?

"Few teachers are great readers." Has the library any right to expect that teachers be great readers? No. The library must face the fact that the mass of women teachers are

wage-earners because of economic pressure, have come from homes that often did not foster the reading habit, and, for some reason puzzling at times to librarians, the high school and the normal school, for all their efforts, have not made her a great reader. But the library has a right to expect that any woman to-day in charge of a school should have the reading habit. A woman who does not read, not simply for pleasure and relaxation, but for her own growth, is one of the stone walls librarians run against. Do not misunderstand me. The librarian does not expect, has no right to expect, that every time she comes to the library the teacher depart loaded with all the books the rules allow. But the simple fact is, no teacher can be a live teacher, in the big sense to-day, who reads only the few magazines she may be able to take and the latest novels. The librarian is not deceived. She knows that the salary of the teacher does not allow subscriptions to many high-priced magazines or the purchase of many books. When the library expects the teacher to be a reader at least, it expects only what the intelligent public who are paying her salary have the right to expect.

"The teacher is not familiar with children's books." Has the library any right to expect that the teacher of the training I have indicated would have any large knowledge of children's books? Where would she be expected to get it? We have not yet in our schools, except in a very few places, teachers who have felt in their own childhood the influence of a skilfully managed children's room of a public library. The high school does not give this, and evidently from their product we cannot conclude that the normal school has felt it an essential of her training, or, feeling it, perhaps has felt other deficiencies in her equipment more. So the library as yet can expect from her no large acquaintance with children's books, but it has the right to expect that soon, very soon, the normal school will ground her in the fundamentals of good children's literature. She should know a limited number of the best children's books, and, above all, she should be deeply impressed by somebody before she leaves a normal school that there is a large literature for children of which she knows not one jot; that the standards for children's books are not a matter of her personal opinion, but that it behooves

her to learn and to keep on learning from the school and library people who do know. It should be pointed out to her what the library world has done for children's reading the past twenty years, what it is doing, and what her attitude toward it ought to be when she becomes a part of the educational machinery with which together with the library rests the formation of the child's reading tastes and habits. I have wondered what the effect would be if a talk were given each year to the seniors in normal schools by someone who knew just what is going on in the public libraries of the state, and could place distinctly before them their opportunity and their responsibility as co-workers. The normal school itself should impress upon her that the public library is going to be her laboratory, where she may study these children's books, and that she will find the library to be the great sifter, placing on its shelves only those books of worth out of the great mass of mediocre books issuing all the time from the press.

At present the attitude of the teacher toward the library seems so much more a result of her environment than the result of her professional training. I am perfectly sure no teacher would contradict me if I quoted Charles Eliot Norton: "A taste for good reading is an acquisition the worth of which is hardly to be overestimated." It does sometimes seem to the librarian that the teacher takes very lightly her responsibility for forming that taste. Has she, perchance, decided that the library may bear the whole responsibility? The librarian who studies the reading book, English book or whatever it may be called, and watches from year to year the ever-changing text-book and the ever-changing method of the recitation, is often a much-puzzled librarian as to the ideal of the educator in this work. It seems to her a confession on the educator's part that he has not yet found the training "during childhood that does result in a taste for interesting and improving reading which will direct and inspire the child's subsequent life." It seems to the librarian that no reader, no book used as a reader, has any excuse for being unless it arouses in the child the interest to read farther. For instance, what can be the purpose of reading books consisting of selections from the "Arabian nights," "Gulliver's travels," "Robinson Crusoe" and "Tanglewood

Tales" unless the teacher realizes that they are only guide posts—she the guide, and the children travelers to the children's classics? Here is a case where the librarian needs the teacher to see that the right book comes into the child's hand at the right time, and the teacher needs the librarian, perchance, to help her. The child needs them both. As I have stated before, it is absolutely impossible for the librarian to know every child, and the library needs the teacher as a go-between to teach the librarian many times the individuality of children, so what work she does with them may be more individual and not mass work. Especially does the librarian need the help of the seventh and eighth grade teacher, and just as much do those teachers need her. In fact, I think the indictment against the seventh and eighth grade teacher for neglect of and indifference to opportunities and duty in guiding reading a just one, if severe. We as librarians are perfectly aware that a child's interests at this age are more diversified, but we expect the teacher in charge of either of these grades to know her psychology and have the courage to say, "I can and I will interest these boys and girls in the best books." We all know these teachers who tell us their boys and girls are so busy they really have no time to read. To us this sounds like shirking, and oftentimes means they do not know so much about those boys and girls as we do, when they ought to know so much more. The children at this age are so often the omnivorous readers, and how keenly librarians know that just at this time they need the teacher and she needs them to keep these boys and girls from drifting into the underground library or the decidedly mediocre. Some may need both librarian and teacher to help them keep alive a reading habit nearly smothered by many conflicting interests.

The public library's work with boys and girls has come to stay. No teacher would wish it discontinued. The library only asks that its work be recognized, not as a thing apart, but as a work to be correlated with that of the school in whatever efforts the school may be making to cultivate the good reading habit. Would it not be possible for the superintendent to be in so close touch with the librarian that when a teacher is succeeding in creating a taste for good books she be given due credit for it; or, on the

other hand, when a teacher is killing all interest, so that a child refuses at the library any book touching on what he is reading at school, that both superintendent and librarian will recognize this as a case for book treatment by them both. It seems to me the possibilities resulting from much closer cooperation than exists at present are worthy the efforts of both teachers and librarians. In my mind, the probability is very strong that, if we ever have this close cooperation based on the honest desire to foster in the child the taste for good reading, we will see results worthy the effort. Possibly the critic of the college will not then be saying to the college authorities: "You must produce something beside a specialist. Your graduate must be a good companion to himself, able to spend an evening away from the crowd and have tastes and habits of reading." Possibly the university might not have just the same grade of work in all that freshman English. Possibly the high school would have the courage to place a larger per cent. of non-fiction books on its required reading list, and very possibly the child that never goes to high school or college would have a deeper cause for thanks to both school and library when he reached manhood for one habit both had helped him form.

Mr. Dana said, "Few teachers can use books skilfully or can teach the art of using them." I wish with this as a text to consider the average grade teacher's methods of doing reference work. Here it seems to me lies one of her greatest possibilities in teaching children to use books and connecting their work with the library. The great weakness of the teacher here seems to be her shortsightedness of the ultimate value of the work. Her mind seems to be on the information the child is going to obtain, not on the habits he is forming. Over and over and over again I have had it said to me when I have spoken about a book at the library especially helpful in some work the school was doing, "May we have it here?" Now, I am perfectly aware of the existence of the crowded curriculum. It existed during the years I was teaching, and according to our mothers it existed years before that, and it does not daunt me perhaps as it ought, when I am advocating this correlation of school work with the library. I will, however, admit it as one reason with

others why much of a child's reference work must be done in the schoolroom; but from the fifth grade on, a teacher should see that every child does some reference work at the library. If distances prevent in the larger cities, this library work should be developed in the branches for the neighboring schools. A child should grow into the habit of instinctively turning to the library when in search of information. Teachers and librarians cannot wait until high school age to begin forming this habit. The percentage of children reaching high school is too small, if there were not other good reasons. Those children leaving school all along the way are the people whom a few years later librarians are talking about as the working people, how to get them to the library, and the educational machinery of the state operates various forms of continuation schools for them, or, in other words, tries again to connect them with the educational system of the state, because it is now of economic value to the state. I do not believe the library can be a sociological cure-all, but I do believe that if many, many more of these boys and girls during their school years were made to feel that the library was to them a part of school, we would have more of the ambitious young men and women using the resources of the library. We people in the library know what it now means to many, and we feel that it might mean just the same to so many more if the school had done more of its share in this work. When I read articles or hear people talk about how the library may serve the workingman, I feel that much of it is based on wrong psychology and sociology. One hears, for instance, that the library ought to keep open long hours on holidays, as though the workingman would on these few days, when another spirit of pleasure is all about him, seek pleasure in a place where he does not seek it the other times he has free for enjoyment. We library folk know our workingman psychology better than that. That is why we ask the school to look a little farther ahead when it tells us the child, who is the workingman to be, has no time to form the library habit. That is why we ask the grade teacher to see these possibilities and the wide influence the gradual growth in ability to use a library may have in the child's life.

The teacher does not at present seem able

to plan this reference work of the children at the library without so much additional work on her own part that it is a distinct burden to her. This I lay to her lack of knowing how to use books and her lack of knowing how library work is done. I cannot go into details, but a librarian could many times help right here if the superintending agencies of the schools would use her help. I often, for instance, wish I could give a talk to teachers once a year on "How to use a telephone to do business with a library." That one thing would many times lighten much the work of the teacher and the librarian.

In connection with this reference work, the superintendent has the greatest opportunity, together with the librarian, to help the teachers. The superintendent should see that all the teacher's reference work as a teacher be done at the public library. If a teacher's library be built up, let it be built at the library. As I understand it, a teacher's professional library says simply to the teachers of a city: "To be live teachers, you cannot rest with the professional training you have received. You must continue this as you are gaining experience." These teachers would many times be more live teachers if the librarian could get a chance to show them other books when they come to the library for the pedagogy or psychology they have to review for a teachers' meeting. It is simple economy of time for many of them to be able to get books at one place. The teacher who is doing reference work for herself is also the best guide in reference work with children.

Someone may say, "You have presented the weaknesses only of teachers." I have had no intention so to do. The weaknesses I have tried to show are to me weaknesses so general that in larger or smaller degree they do prevent the library to-day doing the fundamental things for which it stands as an educational institution. The librarian does not know, does not pretend to know, the perfect method for doing all the educational work of a library. She will never know that method until she has more coöperation from the school side, where the work must be done. She does claim a breadth of view of the reading public that only those working with readers of all ages and all degrees of educational training can have. She knows the limit of the book in its influence on life, but she yet has great confi-

dence in the book. She would not dare to present the weak spots in the educational work of the schools, as she sees them, if experience with strong teachers had not shown her the tremendous influence they can be. Her faith in them has been established by the grade teacher, who had the power to arouse that fine lasting interest of grade children in good books, and that high school teacher of strong personality who, as fellow-worker with librarian, moulded lives of high school boys by means of books.

Librarians may say we cannot change the attitude of the teacher we have with us. I maintain we can, if those superintending schools will only recognize these needs as we see them and find in us not faultfinders, but coöperators. A little pushing from the superintending side and a little pulling from the library side have caused the library conversion of many a teacher. Personally, I have no compunction in urging that the teacher be pushed a little in the direction of the library, as beside making her a more efficient teacher, it will make a better mother for some of the children who will be the school problem of the librarians that follow me.

We as librarians also need the courage to say to the normal schools who are preparing teachers: "The library waits to meet these teachers of the future as co-workers. Prepare them to be co-workers in every sense of the word. The library work must be an integral part of their work. Prepare them in the elements of this knowledge and in attitude to do the work."

I would not be surprised if we as librarians needed pedagogy occasionally, if we are to do our share of the work on pedagogical principles. It must be done that way, or we cannot expect the respect of the educator for our work. Possibly the Wisconsin *Library Bulletin* might call our attention often to the pedagogical side of our work, as well as to the sociological sides it has emphasized.

Let us then hope for the time when we can heartily believe, whenever we look at the cover of our *Public Libraries*, that we are in very truth an integral part of education. When that time comes, may we hope that it will lead on to the time when it will be the natural, normal thing for the people of a city to use the resources of their public library for all the purposes for which it may serve them?

THE SPECIAL LIBRARY AND THE LIBRARY SCHOOL

By JOHN BOYNTON KAISER, *the University of Illinois Library*

THE accumulation of collections of literature in limited fields by either individuals or institutions is as old as libraries themselves, but the establishment of live working collections of books and periodicals in business houses, factories and government offices, and the more extensive and intensive developing of them in public libraries already well established is a matter of the past few years. This developing of special libraries is one of the most prominent and significant of present-day library activities. It is making a demand on the library profession which this profession will soon be unable to meet unless more attention is given to it in the future than has been the case in the past. The specialist in any field is not likely to take up library work after he has become a specialist and the professional librarian who has studied to become what he is, is little likely to find the time to make himself an expert in any other field. Here, as elsewhere, notable exceptions prove the rule. We are face to face with a growing demand, and the profession must look to its training ground, the library school, for improved facilities for meeting this demand in the future.

This does not mean that the library schools are not awake to the situation. They are, and lectures are given to library school students in schools connected with universities by the university faculty and those in charge of special collections in the library and in other schools by the staff specialists and visiting lecturers. However, none of the schools provides an extended, well-developed and systematically planned course which aims to prepare students for the most effective administration of scientific and technological libraries in the various sciences and for leadership in municipal, legislative and law library work.

The question, how far the library school can or should go in fitting a person for this special work is debatable and leads to a discussion of whether or not the graduate student in law, political science or municipal government, with or without a little library training, will not always be preferred to the library

school graduate, no matter what his professional library training has included. The writer would like to see the question debated, but will not enter the lists now. He believes, however, that a systematic course in special library work, perhaps optional, has a place in a well-developed library school curriculum.

Below is suggested a teacher's outline of a library school course of instruction in law, legislative and municipal library work. The course could be made of any length and adapted to local conditions and facilities for practice work and experience. Assigned readings and problems would be features of the course. The *LIBRARY JOURNAL*, *Public Libraries*, the *Law Library Journal*, *A. L. A. Conference Reports*, and particularly *Special Libraries* contain most of the matter needed for assigned readings.

These outlines are presented as preliminary matter, in the hope that suggestions and criticisms will be made freely and that outlines covering other fields of special library work will be called into print, with the result that something like a uniform course, taking in the whole field and suitable for all library schools, will be developed.

SUGGESTED OUTLINE OF A LIBRARY
SCHOOL COURSE ON LAW, LEGIS-
LATIVE, AND MUNICIPAL REF-
ERENCE LIBRARIES

I. LAW LIBRARIES

1. KINDS OF MATERIAL.

(a) Court reports and aids.

1. Court decisions.

1. Official regular series of State Reports.
2. Unofficial reports by private individuals, e.g., "The National Reporter System."
3. Selected decisions: Important cases on miscellaneous subjects, e.g.,
 - (a) "Lawyers' Reports Annotated" (L. R. A.).
 - (b) The "Trinity": American Decisions Reprint (100 vols.); American Reports (60 vols.); American State Reports.
 - (c) American and English Annotated Cases: Includes Canadian and English with American.

4. Selected cases on a particular subject, *e.g.*,
 - (a) American Bankruptcy Reports.
 - (b) American Corporation Reports.
5. Certain law periodicals are practically advance sheets of reports for a locality, *e.g.*, *N. Y. Law Journal* (daily).

II. Aids to court reports.

1. Digests.
2. Citation books, *e.g.*, Shephard's Citations, Taylor's Citations (N. Y.).
3. Attorney General's opinions.
4. Treasury Department decisions on customs and internal revenue law.

(b) Statute law, including constitutions.

1. Constitutional convention proceedings.
2. Annotated constitution.
3. Treaties (all are Federal).
4. Legislative bodies:
 - (a) Congressional acts.
Slip laws, session laws, statutes at large;
Compiled statutes, revised statutes, etc.
 - (b) State laws.
Slip laws, session laws, compilations, revisions, codes.
Compilations omit repeals and contain the existing, live law; may be official or private. Revisions are official. Codes are statutory law and generally cover a particular field, *e.g.*, Penal Code, Civil Code, Code of Procedure, etc.

(c) Text-books and analogous publications.

(Note: They are of varying authority, depending upon their authorship. What they say is not law.)

1. Three classes of text-books.
 - (a) On one topic, *e.g.*, Cooley on Torts.
 - (b) Encyclopedias, *e.g.*, Am. and Eng. Ency. of Law and Cyc. of Law and Practice.
(These try to cover the entire field.)
 - (c) Local.
2. Law dictionaries, *e.g.*, Bouvier's and "Words and phrases" (West Co.).
(Note: Court definitions are very good and valuable.)
3. Directories, *e.g.*, Martindale.

These list important lawyers throughout the country and some in foreign countries; often contain abstracts of laws of various states.

(d) Periodicals, Society proceedings.

1. Regular legal periodicals.
e.g., *Harvard Law Review*, *Columbia Law Review*, *Green Bag*, *Central Law Journal*, etc.
2. Political Science periodicals.
e.g., *Annals of the American Academy of Pol. and Soc. Sci.*, *American Political Science Review*, etc.

3. Bar associations' proceedings.
e.g., National, state, county, city.
4. Political science associations' proceedings.
e.g., Amer. Pol. Sci. Assn., American Academy of Political Science, Michigan Political Science Association.
5. Indexes to legal periodical literature.

(a) L. A. Jones: Index to legal periodical literature. v. 1 to 1887, v. 2 1887-1899.

(b) Index to legal periodicals and *Law Library Journal*, v. 1-1907—published quarterly, cumulates annually.

(e) Legislative documents, journals, bills.

National, state, local.

(f) Legal miscellany:

Law Library Journal, American Association of Law Libraries' Proceedings, legal biography, trials, legal bibliography, etc.

2. HANDLING OF MATERIAL.

(a) Classification.

There is no generally accepted standard scientific classification of legal material (cf. Dewey, Cutter, L. C., etc.).

Law books fall into pretty well defined classes, and no classification generally deemed necessary. Shelf-marks useful on material which does not readily fall into a well-defined group.

Exceptions: Some believe in classifying the law library, especially text-books, *e.g.*, Mr. Wire, of the Worcester County Law Library, Worcester, Mass.

(b) Shelf-arrangement.

(An arrangement whereby all the reports, statutes, local texts, etc., of one state are grouped may be used, or the following:)

1. Court reports: State.

- (a) Arrange alphabetically by states, then chronologically (numerically); or
- (b) Arrange alphabetically by customary way of citing them, *i.e.*, by names of reporters. (This latter is becoming less necessary, as states are now numbering those reports heretofore cited by reporter.)

2. Court reports.

- (a) English.
- (b) Federal.
- (c) Special series.
(Require special methods.)

3. Statute law: Alphabetically by state, then chronologically.

(Keep on open shelves latest revision or compilation and session laws to date.)

4. Text-books:

- (a) Alphabetically by author.
- (b) Alphabetically by subject, then by author (classified way).

5. Periodicals: Usually alphabetically by title.

6. Legislative documents: May classi-

fy; or, Alphabetically by nation or state, then by issuing office, then chronologically.

7. Legal miscellany: Special methods.

(c) **Cataloging:**

Dictionary catalog following in general the regular rules of cataloging. Cataloging of legal literature a special field and should have special study. (*See A. L. A. Rules.*)

(d) **Loans.**

(e) **Method of citing law books and legal abbreviations.**

3. **LEGAL WORKS IN A GENERAL LIBRARY.**

The inquirer generally seeks a knowledge of general principles of cultural or philosophical value rather than practical knowledge of the law as applied to a given set of facts.

The general library should have certain standard treatises, a selection of periodicals, the U. S. Statutes at Large, a compilation of the state laws in force, and some philosophical discussions of legal principles and legal history.

II. **LEGISLATIVE REFERENCE WORK**

1. **GENERAL.**

(a) **Purpose.**

(b) **The need.**

(c) **The scope.**

(d) **Historical statement.**

(e) **Present state of development.**

Mention: 1. State bureaus.

(a) In state libraries.

(b) By state library commissions.

2. Movement for a national bureau.

3. Municipal bureaus.

(a) In public library.

(b) In city hall.

(c) In state libraries.

(d) In universities.

(e) Private organizations.

2. **THE MATERIALS.**

(a) **Law:**

1. Official statutes.

(a) Latest official compilation.

Distinguish between: Official revisions; Official compilations; Private compilations.

2. Session laws of the states from the latest compilation to date.

3. Sets of session laws (less necessary).

4. Compilations of the laws of one state upon a given subject, *e.g.*, Corporations.

5. Compilations of the laws of all the states upon a given subject, *e.g.*, Labor.

6. Federal Statutes at Large and Compiled Statutes.

7. Compilations of federal laws upon a given subject.

8. Briefs of counsel.

9. Foreign laws and compilations of

foreign laws upon various subjects.

10. Keys to the above laws, such as indexes, digests, index-digests and cumulative indexes.

11. Constitutions:

(a) State, *e.g.*, Thorpe's compilation.

(b) National, *e.g.*, Dodd's compilation.

(b) **Bills: (*Explain the term.*)**

1. Of your own state: Complete and indexed.

2. Of other states: Selected.

3. National: Selected.

4. Bill-indexes:

(a) Cumulative.

(b) Current.

(c) To show at any given time the stage a particular bill has reached in a session in progress.

5. Proposed constitutional amendments which have failed.

(c) **Documents: State, National, Municipal.**

1. Regular reports.

2. Special commission and committee reports.

3. Legislative debates.

4. Committee hearings.

(d) **Books:**

1. Political science texts.

2. Scientific treatises.

3. Popular discussions.

4. Accounts of experience.

5. Party platforms, state and national.

(e) **Magazines, Selected files.**

(f) **Society proceedings, reports, investigations.**

(g) **Miscellaneous pamphlets.**

(h) **Correspondence.**

(i) **Indexes to:**

1. Magazines, general and special.

2. Society proceedings.

3. Books.

4. Documents.

(j) **Bibliographies and library lists (checked to indicate your own resources).**

(k) **Compilations of your own and other legislative reference libraries.**

(l) **Clippings:**

1. Newspapers.

2. Periodicals and selected magazine articles.

(m) **The periodical *Special Libraries*.**

3. **HANDLING OF MATERIALS.**

(a) **Systems of classification.**

1. Permanent.

2. Temporary.

3. Different systems for different kinds of material.

(b) **Shelving.**

(c) **Filing systems: Pamphlets, clippings, letters, etc.**

(d) **Cataloging:**

(a) General rules.

(b) Different catalogs:

1. To separate groups of materials, *i.e.*, Bills.
2. Of material in the general library of legislative value.
3. Temporary catalogs.
4. Card catalog of material of value in other libraries.
4. **ACQUISITION OF MATERIAL.**
 - (a) Sources to be watched for notice of new material.
 - (b) Actual acquisition.
 1. Purchase.
 2. Exchange.
 3. Gift.
5. **HOW TO PREPARE FOR A LEGISLATIVE SESSION.**
 - (a) Sources of information as to what subjects will probably come up for legislative action.
 1. Recent laws and bills.
 2. Governors' messages.
 3. Campaign speeches.
 4. Demands of special organizations.
 5. Demands of political parties.
 6. Replies to direct inquiry from the governor and legislators.
 7. State departments and state institutions.
 8. Laws of your own state recently declared unconstitutional.
 9. Progressive legislation of other states.
 - (b) Sources for such material.
 - (c) Publication of compilations.
6. **TYPICAL AND ACTUAL QUESTIONS.**
7. **THE WAY TO ANSWER THESE QUESTIONS.**
8. **BILL-DRAFTING.**

Legislative procedure; How does a bill become law?; Is this a proper feature of the work?
9. **THE ATTITUDE OF THE LEGISLATIVE REFERENCE LIBRARIAN.**

Toward those whom he serves and the initiative he may take. Qualifications he should have.
10. **GENERAL SUCCESS WITH WHICH THE WORK HAS MET.**
 - (a) Appropriations for the work in various states.
11. **FUTURE POSSIBILITIES AND LINES OF NATURAL DEVELOPMENT.**

III. MUNICIPAL REFERENCE WORK

1. **GENERAL.**
 - (a) **Purpose.**

(Note analogy to Legislative reference work.)
 - (b) **Need.**
 - (c) **Scope of work.**

e.g., Assistance in budget-making, daily problems, special problems, drafting ordinances, digesting data

and publishing results of special investigations.

Give typical questions referred to such a bureau.

(d) Brief historical statement.

(e) Present extent of development.

1. Agencies for the work.

- (a) Local public library (Grand Rapids).
 - (b) Separate branch of the Public Library located in the City Hall (St. Louis).
 - (c) A separate city department or bureau (Baltimore, Kansas City).
 - (d) A department of the public library receiving special city support (Milwaukee).
 - (e) State university bureaus doing the work for the whole state (Wisconsin, Illinois).
 - (f) Some legislative reference libraries (California).
- ##### 2. Other agencies doing municipal research work.
- (a) Municipal efficiency bureaus or commissions (Milwaukee, Chicago).
 - (b) Public service commissions (N. Y., 1st Dis.).
 - (c) Regular city departments (testing laboratories, street, health, water, finance, etc.).

2. **THE MATERIALS.**

(a) **Legal.**

1. State laws on municipal topics, *i.e.*, The State Municipal Code.
2. The ordinances of a particular city and the state laws that control certain municipal activities, *i.e.*, The Municipal Code (local), *e.g.*, Chicago (1911).
3. Compiled ordinances:
 - (a) Local.
 - (b) Other cities.
4. Proceedings (minutes, journals) of city council (or aldermen) if they contain ordinances. (Otherwise in div. (b) below.)
5. Charters: Local and other cities. Compilations (Hatton's).
6. Opinions of city solicitor (city attorney, or corporation counsel).
7. Indexes and keys to this material (few).

(b) **Official documents.**

1. **Local.**
 - (a) Collected documents of cities.
 - (b) Separate reports of local officers, *e.g.*, comptroller, treasurer, police, fire, park, etc.
 - (c) Mayors' messages.
 - (d) Special commission's investigations of special conditions in a particular city or of a particular subject in several cities.
 - (e) Council journal.
 - (f) Council manual.
2. **State.**
 - (a) Reports of state boards, officers, and commissions having jurisdiction over municipal matters, *e.g.*, municipal accounting and municipal reports of finance; public utilities; health; charities; education, etc.
3. **National.**
 - (a) Reports of departments, bureaus, commissions, etc., that consider

municipal matters, e.g., Census Bureau, Manufactures Bureau (consular reports), Bureau of Education, Congressional committee hearings, etc.

(b) The government documents indexes.

(c) **Books.**

1. Treatises on Municipal administration.
2. Treatises on Municipal law.
3. Treatises on special municipal topics, e.g., street railroads, franchises, civil service, finance, taxation, water supply, etc.
4. Year books.

- (a) *Kommunales Jahrbuch.*
- (b) *Statistisches Jahrbuch deutscher Städte.*
- (c) *League of American Municipalities.*
- (d) *American Year Book.*
- (e) *Municipal Year Book of the United Kingdom, etc.*

(d) **Magazines: Select list.**

e.g., *National Municipal Review*, *American City*, *Canadian Municipal Journal*, *Municipal Affairs*, *Municipal Journal* (London), *Progressive Houston*, *Denver Facts*, etc.

(e) **Society proceedings, conferences, reports, and special investigations.**

e.g., *National Municipal League Conference on Good City Government*, *American Civic Association*, *City Clubs*, *Voters' Leagues*, *Municipal Leagues* (state and city), *Mayors' Associations*, *League of American Municipalities*, *Civic Leagues*, *Efficiency Commissions*, *Legislative and Municipal Reference Libraries*, etc.

(f) **Miscellaneous pamphlets.**

(g) **Correspondence.**

(h) **Bibliographies of municipal affairs.**

(i) **Clippings.**

(j) **Maps, plats, surveys, charts, etc.**

3. **HANDLING OF MATERIAL.**

(a) **Systems of classification.**

(b) **Shelving.**

(c) **Filing methods.**

(d) **Cataloging: General rules.**

Different catalogs of:

1. Separate groups of material.
2. Material in other libraries.
3. Material in special offices.
4. Temporary catalogs.

4. **ACQUISITION.**

(a) **Sources to be watched for notices of new material.**

(b) **Actual acquisition.**

1. Gift.

2. Exchange.

Exchange of local docs. in hands of this bureau.

3. Purchase.

5. **CITY COUNCIL PROCEDURE.**

6. **ATTITUDE AND QUALIFICATIONS OF A MUNICIPAL REFERENCE LIBRARIAN.**

7. **GENERAL SUCCESS OF BUREAUS NOW ESTABLISHED AND PRESENT SUPPORT GIVEN THE WORK.**

8. **FUTURE POSSIBILITIES: CO-OPERATION, AN INTERNATIONAL BUREAU, ETC.**

Of the above outlines, the first, *Law Libraries*, is based very largely on lectures given by Mr. Frederick D. Colson, law librarian of the New York State Law Library, to the Library School at Albany, 1910.

For the other two the writer is entirely responsible, but acknowledges with gratitude suggestions from Prof. John A. Fairlie, of the Department of Political Science; Mr. P. L. Windsor, librarian, and Mr. A. S. Wilson, vice-director of the Library School, all of the University of Illinois.

A CONSTRUCTIVE LIBRARY PLATFORM FOR SOUTHERN SCHOOLS

By LOUIS ROUND WILSON, *Librarian of the University of North Carolina*

IN a gathering of men and women assembled to discuss matters pertaining to the advancement of general education, it may seem inappropriate to raise the question whether or not the modern library, whatever its form, is considered seriously as a helpful, constructive educative agent. Upon first thought, such a question seems wholly uncalled for. Its answer in the affirmative is so obvious that no good reason is apparent to justify its asking. This seemingly is especially true so

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far as the Southern Educational Association is concerned; for it has expressed itself unmistakably as to its conception of the importance of the library as an educational influence by providing in its constitution for a library department and by giving a place in its general program for the discussion of vital library topics. Furthermore, as members of this Association, we have written laws providing for the establishment of rural school libraries from Maryland to this great state, and all of us who, in our childhood years, hung upon our mother's lips as we heard of

fairies and princes, or in our early teens followed the heroes of Cooper and Stevenson across the printed page, or in our maturer years have felt the ennobling, vitalizing influence of some great book, need no argument to win us to a belief in the library. We know it is an indispensable agent in any educational system, and absolutely so in one from which broad culture and enduring satisfactions are to be derived.

Such, seemingly, is true, and yet, with no spirit of faultfinding, but rather with rejoicing that every Southern state has made provision in its laws for school libraries, and with a desire that we may not fall into error by taking for granted what may not in the fullest sense be true, I ask the question in all seriousness, and I believe with justifiable appropriateness, if an analysis of library conditions now prevailing in the South, and for which we are largely responsible, will show our works in full accord with the profession of our faith. Are we, as educators, convinced, and have we expressed our conviction in our works, that the library, as an educational instrument, is an absolute essential if the process of education begun in the child by means of the school is to be carried on and brought to full fruition in the after-school life of the adult? I ask it seriously, are we? The question demands an answer, and I shall attempt to give it.

An analysis of library conditions now prevailing in the South will reveal the following facts upon which the answer may be properly based.

First, it will show that, beginning with the year 1900, or thereabouts, a definite forward movement was made by one or two of the Southern states to provide for state-supported systems of rural school libraries. An examination of the proceedings of this Association and of the Conference for Education in the South will show that from that date until the present, state after state has taken up the work, and from year to year has so added to the number of volumes in libraries already established, and has so increased the number of new libraries, that now scarcely a county in the whole South is without some sort of school library facilities. I refrain from figures with a long train of ciphers following in their wake, however imposing they may be, but the number of such collections

runs high into the thousands, and the number of volumes is well beyond the two-million mark.

Second, it will show that fully fifty per cent. of the graded school systems of our towns and cities have library facilities of varying kinds, and that in many instances the work done by the library is very vital.

It will show, in the third place, that through the personal efforts of schoolmen many well-equipped, serviceable public libraries have been established and library clubs and associations have been organized for the purpose of making the public libraries of the South more efficient servants in the field of general education.

These are facts of splendid achievement. If there were no others to be considered, I should withdraw the question. But a continuation of the analysis will show on the opposite side:

First, that with very few exceptions, no instruction in the administration of school libraries, in the use of books, and in the supervision of children's reading and literature has been given by the Southern states in their teachers' institutes, normal schools and state universities. Be it said to the very great credit of Winthrop College, of South Carolina, whose very progressive head has led in many forward movements in Southern education, that for a number of years it has given two courses of such instruction, with the view of equipping its graduates with such a store of information concerning school libraries as would enable them to administer them to the ultimate good of their pupils. In my own state, with its state university and four normal schools, providing instruction for 3000 pupils during the year, and with its 2500 rural school libraries, not to mention town and city school libraries, only fourteen students were given instruction in a regular course in school library methods last year. It was our privilege to have this class at the state university, and to give several talks before students on the subject of the library; but this was the extent of normal training in this branch in North Carolina. From the reports I have had before me, I have been forced to the conclusion that a similar proportion prevails throughout the whole South between the number of school libraries and of teachers

prepared by the normal schools to administer them.

Second, it will show that of the Southern states holding teachers' institutes, few, if any, offer in their courses of study any instruction in the subject mentioned or prepare bulletins for the guidance of the teachers in it.

It will show, in the third place, that although the movement for state-supported high schools has been begun since the one for rural libraries was inaugurated, adequate provision has not been made by which the special and larger needs of the high school's library may be met. The high school library has been placed on the same basis as that of the rural school library, although it is clearly apparent that a more comprehensive library is essential to the best work of the high school, and a larger income for library purposes is absolutely necessary.

Fourth, it will show that, although with the establishment of high schools, high school inspectors have been appointed and sent here and there within the borders of the state to aid in the standardization of courses and in the solution of local problems, no library inspectors have been appointed to do a similar work in the field for the libraries, although, on account of the fact that no instruction is given teachers in this all-important subject by the normal schools and institutes, there is a correspondingly greater need for the services of such a field worker.

It will show, in the fifth place, that the State Teachers' Associations have yet to form library sections or to give place in their programs in a large way for the discussion of library problems. I note with genuine pleasure a tendency last year and this on the part of teachers' associations to give librarians an opportunity to present library topics. This year, at least in three states, the Teachers' Assemblies and Library Associations are meeting in conjunction and exchanging speakers; but this is as yet by no means the general practice.

Sixth, it will show that in securing legislation for the establishment of library commissions and for the operation of systems of traveling libraries, or, to put it differently, in the endeavor to extend library privileges to the whole people, the betterment associations, the women's clubs, the literary and historical associations, and the library associations have

been the principal aggressors. They have led the fight, and so far as victory has been won it has largely been won by them.

Further analysis, however, is unnecessary. I think the point I am trying to make is by this time clearly patent. There is, in all seriousness, a timeliness and appropriateness in my question; for if we but admit the facts as they are, we are forced to acknowledge that in the matter of providing such library training as will best bring out the resources of our libraries we have been woefully negligent, and in the work of general state-wide library extension we have been satisfied with too small a part. If we hark back to the ever-convincing test that trees are judged by their fruits, we are driven to the admission that in this all-important matter our actions have belied any professions we have made to the contrary. We have not thought through the matter, and have not given it the large, careful consideration it demands and of which it is eminently worthy. We have but made a beginning in the right direction.

A thorough analysis also reveals the causes producing this condition. In an attempt to formulate a plan by which the condition may be remedied they must be taken into account. Briefly stated, they are three:

First, we have been so obsessed with theories and methods of how to teach that we have lost sight of the alarming fact that 80 per cent. of us are out of school by the time we are 12 or 14 years of age, and that if we are not trained in that time as to the use of books and the value of reading as a means of enriching our experience and quickening our inner life, the mere how of reading will avail us but little. The object of our teaching has been too much to teach how to read rather than the reading habit, and to cram our minds with unrelated facts rather than to train us in the use of books from which in after years we can find for ourselves the chart for our daily sailing.

Second, we have had, through keenest necessity, to provide the schoolhouse, increase the length of term, and train the teacher in what we have rightly or wrongly conceived to be the fundamentals.

Third, too many of us have not known how to use books ourselves, and have experienced but little delight and inspiration in what we have read. To-day many of us stand helpless

before an encyclopedia which contains the information of which we are in need, and a card catalog overwhelms us. We have not known how to help ourselves, and failing in this we have not seen the necessity of training our children to help themselves. Again, far too many of us have never felt the fire of imagination kindled by nursery rhyme, fairy story, and tale of heroic adventure. In my own experience I was twenty-five before I became acquainted with "Alice in wonderland" or read a line of Aladdin and his wonderful lamp, and I expect to make my first genuine acquaintance with Andersen and Grimm and their troop of fairy folk during the next few years, while my two little ones don their gowns in the evening twilight and climb and rest upon my knee before they are off for dreamland. Through them I hope to be led, even this late, if possible, into that wonderland which I failed to discover in my childhood in which fairy and prince and the dream-children of Eugene Field and the little boy and snowy-haired Uncle Remus are forever at play. The very pathos of it, that so many of us have grown to maturity without having experienced the subtler influences of the book touching and moulding us in our tender years! How can it be otherwise that we should be blind leaders of the blind, having thus failed to see the light? Or how can we be other than strong, rugged men, if such we are, possessed of undisputed power, yet power not full and complete, because in our early years that which gave swiftness to fancy, alertness to thought, breadth to vision, depth to character, in so far as it is furnished through reading, was mostly lacking?

But to dwell too long upon the analysis of the conditions or the causes giving rise to them is beside the point. The real matter is yet before us, and I pass immediately to a very brief consideration of the subject of my paper, which, according to the official program, is a Constructive library platform for Southern schools, or a course of procedure by which the library conditions generally prevailing in the South may be improved by the efforts of the schools.

If it were my high privilege to assist in writing a platform for Southern schoolmen or in mapping out a plan by the operation of which the library would be made a more efficient agent in the work of public education,

a privilege which I think it is the duty of the Southern Educational Association to avail itself, I should have it look to the accomplishment of the following ends:

ADDITIONAL SCHOOL LIBRARIES

First, continuing the practice already so splendidly begun of placing libraries in the rural schools, every public school in the South should be equipped with the best school library possible. The few years constituting the school period are too brief in themselves, and the training too limited, to chart the pupil's whole course. He needs to learn how and where to find his bearings after the sheltering haven of the school has been left and he is driving before the winds on the high sea. In the case of the primary schools, a serious fault which injures the efficiency of the present system and which needs consideration is that of close supervision. Neither the state superintendent nor the county superintendent watches after the use of the library as carefully as could be desired. Of course, the difficulties involved are great and the failure is pardonable, but if it can be avoided it should be. To do this effectively it may be necessary to follow the plan recently adopted by California as a whole and by sections of other states—namely, of employing a county superintendent of school libraries. Another weakness of the system is that adequate provision is not made by which the individual collections can be freshened up from time to time. It is true that books are added occasionally, but some plan should be devised by which an exchange of collections could be made, if desirable, between neighboring schools. In this way each school would retain its reference books, but if its main collection was not a duplicate of that of the neighboring school, an exchange could be effected by means of which renewed interest could be created and each school would be benefited. Instruction in the use of books should be given, and such selections should be read and assigned for commitment to memory as would insure the formation of habits of reading and standards of taste.

In the high schools, a larger list of reference works should be provided, and the collection should be so amplified that in the special classrooms and the general library material could always be found at hand which

would stimulate interest in the prescribed work, and would further develop the habit of reading and fix standards of taste. In other sections of the country, where the library has been used to great profit in the schools, the presence of from 25 to 50 volumes in each classroom, known as classroom libraries, insures, in connection with the general library of the school, the most effective method of providing library material for every pupil. In order that the range of choice might be larger than it is at present, the superintendents of public instruction, in connection with library commissions or individual library workers, should compile adequate lists from which every need of the high school library could be met. Among the many excellent lists of this kind which would be unusually suggestive and helpful, are to be mentioned the one prepared for the secondary schools of Oregon, copies of which may be had from the Library Commission of that state, and the list prepared for the National Education Association and published at a cost of ten cents the copy, in its reports on the Relation of public libraries to public schools in 1899. These two lists, revised and adopted to meet the needs of special localities, are in every sense admirable, and I commend them most heartily to you.

NORMAL SCHOOL INSTRUCTION IN LIBRARY METHODS

After the libraries have been secured and proper methods of administration of the system have been devised, provision should be made for the training of teachers in the use of books and children's literature. It is not sufficient to set the bookcase beside the teacher's desk or place it in a corner and let it stand there. It must be properly used. It is the clear duty of the departments of pedagogy of the various state universities, of the special normal schools, and of the conductors of summer schools and teachers' institutes to give this instruction. If we wish guidance in this matter, there are a dozen splendid manuals which can be had at a nominal price, and the extensive report of the National Education Association, submitted, adopted, and printed in 1906, are at hand.

SCHOOL LIBRARY INSPECTORS

In continuation of this instruction, the state should provide a school library director or in-

spector, who should not merely have charge of the distribution of the state appropriations for school libraries, but should visit, as the high school inspectors do, the various school libraries in the state and give them the benefit of personal advice and suggestion in addition to that given from time to time by the central office through bulletins and special letters. This person should be a trained librarian as well as teacher, and his work should be the standardization of school library methods. The suggestion I am making is not an experiment. It has been carried out in practice in a number of large city school systems and in several states, and has yielded splendid results.

The recent experience of a congregation of which I know will possibly give point to what I have been urging. At considerable expense and very great sacrifice it purchased and installed a splendid pipe organ. The Sunday following the installation, the membership gathered full of pleasurable anticipation. The deep bass pipes, the tremulous flute notes, the subtle overtones and the splendid harmonies—the thought of all of these and the comfort and spiritual rapture they could impart possessed every mind. But when the moment came for the instrument to win joyous, reverent tribute from every heart, the minister arose and announced that as yet its stops were not fully understood by the organist. In the meanwhile, it would be necessary to use the old reed organ. And so the new instrument, capable of filling every heart with a glow of spiritual fervor, stood silent in its splendid beauty, while the congregation sat cramped in purse and starved in soul. In what whit is the case of the community different which has taxed itself to procure a school library without at the same time having secured a teacher so trained in the subtleties and power of books as will enable him to make its splendid resources touch the plastic boy and girl and enrich the fountains of his or her life with the perennial warmth of song and story?

INSTRUCTION OF PUPILS IN THE USE OF BOOKS

Instruction should not only be given teachers through normal instruction and library methods standardized through inspectors, but definite instruction should be given every pupil in the use of books. Special periods in

the course of study should be devoted to this work. The pupil should be taught the purpose of the preface of a book, how to distinguish between the table of contents and the index, how to use the index, even if it is to a set containing two or more volumes; how to consult dictionaries, encyclopedias, atlases, maps, etc., and how to use a card catalog. If need be, he should be taught to classify and catalog a small collection. In this day of modern business methods, when one cannot carry in his memory all the facts essential to the conduct of the business in which he is engaged, it is absolutely necessary that he employ scientific time and labor-saving devices. Among these, along with the adding machine and cash register, is the alphabetic card or printed index. The mastery of this index principle, whether the pupil is to be a librarian, a banker, a lawyer, a physician, a politician, a traveling salesman, a merchant, or what not, is one of the greatest assets he can acquire, because it enables him to aid himself. If he goes to college, it opens the college library's resources to him. If he becomes a banker, he will find the principle employed in the handling of notes and loans. If he becomes a lawyer, he will use it in citing cases with which to support his brief. If he tends the man who is parching with fever, it will enable him to consult his medical library for the further study of the disease from which his patient is suffering. Even if we leave out of consideration the moral and cultural value of the reading which such training will lead to, the training in itself is invaluable, for through it the boy becomes a self-educated man and is capable of continuing his education in his after-school career. In our manual training classes the boy is taught the use of tools; in our agricultural classes he is taught farm methods and the use of implements; in our business courses he is taught the administration of the store and the keeping of its accounts. It yet remains for us in our libraries to teach the use of books which will make of permanent value, through study after school, all that he has been taught in the other branches. In whatever work he engages, he will find this part of his training of service, and long after his geometry and Latin are forgotten he will find himself still in possession of a

key which will unlock the store of information bearing upon the infinite problems of his daily life.

THE ESTABLISHMENT OF LIBRARY COMMISSIONS

Every schoolman should busy himself in securing legislation in his state providing for the establishment, equipment and adequate financial maintenance of a free library commission, which, composed of educators and librarians alike, should act independently of the superintendent of public instruction's office, but should maintain to all libraries in its state an advisory, helpful relation. It is the duty of the schools to aid in securing this legislation, although they are not the only ones who may be benefited by it. The experience of thirty or more states of the Union points unmistakably to the conclusion that library work for the whole people yields the largest returns when such a special board of library commissioners and library organizers maintain a public office and offer their services to any community, school or club for the improvement of its library facilities. These should be the active agencies for the formation of library sentiment, and by them every library problem should be considered and in so far as possible solved. They should maintain public offices at the state capitals, and be in readiness to serve anyone in the state at all times. In Maryland, North Carolina, Kentucky, Missouri and Georgia, such commissions exist as separate state departments, but only in Kentucky and Missouri is the appropriation made by the state in any sense adequate. In North Carolina, Missouri and Kentucky trained librarians have been employed as field secretaries and are rendering an enlarging, useful service. In Virginia, Tennessee, Alabama and Texas library extension is provided for by the state through the state library or the department of archives and history. This arrangement, however, even if appropriations are equal, is not as satisfactory as that in which the commissions are separate; for the work of library extension is apt to be subordinated to that of the department with which it is connected. It suffers, too, from the lack of standing out singly and distinctively as an office having special work to be performed and of an importance second to nothing.

TRAVELING LIBRARIES

To do their work properly, it is a matter of wide experience that these commissions must not only publish bulletins for the dissemination of knowledge concerning library matters, send out library organizers, encourage communities to establish new libraries and to improve old ones, etc., but they must be enabled to aid schools, rural communities, villages and towns by sending out a well-organized collection of traveling libraries. Up to the present, Virginia, Missouri and Tennessee have been the only states in the South to operate an extensive system of this kind, but during the present year over six hundred cases of fifty volumes each are in circulation and are rendering a splendid service. By means of such a system, any rural primary school may have its library shelves replenished by a loan; the debating and reference sections of the high school library can be supplemented for a given period; a village community can be supplied with a collection of books on agriculture, public health, domestic science, etc., in addition to a representative list of fiction, travel, history, biography and other forms of literature; a town which has never had a public library can receive a case and make it the nucleus of a free public library. Books can be brought to all the people, and the library idea can be crystalized into a general forward library movement. Here, certainly, is a splendid field for coöperation on the part of the schoolmen with the librarians, and every effort possible should be made to bring about the proper establishment of these offices.

ENLARGEMENT OF SERVICE OF STATE LIBRARIES

The state library, whenever it is expedient, should be made to contribute to the library needs of the state. In the South state libraries have until recently been little other than documentary collections, and have served few others than the state officers and members of the legislatures. Under the newer order of things, when every genuinely progressive library is extending its usefulness in as many directions as possible, it should not be so restricted either in the character of its contents or in the extent of its service. In the South, especially, where large city public libraries are few and where distances to other large libra-

ries of other sections are great, it becomes more and more imperative that the state library should build up a strong reference collection and extend its privileges to any individual or library in the state. Among the Southern states which have adopted this plan, Virginia has met with most signal success.

MORE PUBLIC LIBRARIES

The services of the free public library must be secured for all of our towns and cities, and must be more systematically utilized by our pupils and teachers. Unfortunately for the South, development in this field has been slow. The library's place and usefulness must be more fully understood. Its work with children, its coöperation with the schools, its helpfulness to study clubs, its contributions of books and periodicals and sets of stereopticon views to surrounding rural communities, its public lectures, its activities in a thousand helpful directions—all this is too far-reaching in its influence for good and in its educational import for the South to miss. It must be secured at whatever cost. If there are no constructive library laws upon our statute books which will stimulate the establishment of such libraries (and in several states there are not), they must be written and enacted. Public sentiment in favor of libraries must be cultivated. Vigorous local tax campaigns for the maintenance of libraries, as well as of schools, must be waged and won. The library must be directed intelligently and made to serve. This is our work as educators. If we perform our duties well our labor shall not be in vain, and our reward will be great.

The analysis of library conditions existing in the South to-day has been made, and a plan or platform, by the adoption of which it can be changed and changed for the better, is before you. I realize fully that it is one man's analysis and one man's plan, but until a more comprehensive and more thoroughly thought-out policy is laid before you, I present it to you, and in the name of the children of the Southland, whose duty and high privilege it is ours to prepare for participation in a large, well-rounded life, I call upon you to adopt it and see to it that the good which it contemplates for your children and your children's children is happily realized.

HOW MAY A PUBLIC LIBRARY HELP CITY GOVERNMENT?

In three general ways may a library promote efficient government in its community:

1. By doing efficiently the traditional service of a library, *i. e.*, by being prompt, up to date, pleasant to look at and to be with.

2. By stimulating and encouraging efficient team work among the social, educational and governmental agencies of its community, such as women's clubs, boards of trade, teachers' associations, debating societies, etc. The only fountain of youth ever found is the library that exerts a constant pressure from all significant old truths, plus properly related and digested new truths.

3. By being efficient as a conscious influencer of government standards, conscious student of community needs, conscious helper of those who are trying to understand and improve government.

Direct service to government can never fully compensate for failure to be an efficient library, any more than benevolence can take the place of efficient citizenship. But direct service to government will almost inevitably increase a library's general efficiency, because the library will find it easier to be efficient if it constantly measures itself against what it might do and ought to do for the thing nearest to everybody in its community, *i. e.*, city government.

Interest in government increases interest in every other library service, because all other human activities reflect themselves somewhere, some way, in things done, or things not yet done which ought to be done, by government. I doubt if any act of the New York Public Library ever made so strong and direct an appeal to so many people as its announcement that it would welcome an opportunity to organize for the city government a municipal reference library on government business.

It is not without significance that the great manufacturer, who started a foundation for widening the bounds of human knowledge, started another foundation for promoting the efficient use and interpretation of knowledge, helped start the municipal research movement and a national training school for public service, should also be the author of "Triumphant democracy" and the public library king. Libraries are exotic growths until they discover and serve the governments which in the main support them.

City government needs the public library's help. Without the help of libraries, government cannot reach the efficiency which we have the right to demand. Without adequate help from government, libraries can but partially fulfil their mission.

Library aid is indispensable to government,

because classified facts are indispensable to sound judgment, and classified facts are impossible without libraries. No town, not even New York City, can have or will have a large number of fact centers. Hence, if communities are to have available for their government their own experience and that of other communities, they must have libraries willing and eager to collect, classify and disseminate this experience.

The library cannot do what it is expected to do without money—more money every year. It is not reasonable to expect, or to permit, the public to give the money unless it understands the only kind of service which a whole community will understand, and regard as a personal favor, service to the agents of everybody, which means government officials and those wishing to effect government action.

For purposes of discussion, I beg to suggest the following definite steps which the public library in any community, no matter how small, including even the school library in a community which has as yet no other public library:

1. Keep an up-to-date "Who's Who and What's What in Town Government."

2. Note especially new steps and proposals for improving government.

3. Make this information easily accessible at the library.

4. Arrange to take the library's help to public officials and those studying public questions, if they fail to come to the library. No knowledge becomes universal which is not easy to obtain. That is the motive and the secret of successful advertising, and that is why cigar stores are located at every turn, instead of being placed on fifth floors or back alleys.

5. Separate and advertise information bearing upon current public questions as they arise, as libraries now separate and advertise new fiction.

6. Ask officials how the library may help them.

7. Tell officials how the library may help them. As Librarian Bostwick, of St. Louis, wrote to St. Louis officials regarding their municipal reference library:

"No ordinance need be passed, and no department of the city government need try any new scheme, measure or device without first having full knowledge of what other cities or corporations have done along similar lines, and with what degree of success."

8. Describe briefly in your local paper or in your bulletin, as the New York Public Library is now doing, the new accessions of documents that relate to local problems, documents that include practical special mention of articles in magazines. Such advertising would undoubtedly lead special students to supplement your current funds for books and documents.

9. Offer to help answer circular or special letters of inquiry which come to city officials, and then file the results for later use by other

Outline of an address by the director of the Training School for Public Service, conducted by Bureau of Municipal Research before the 16th annual meeting of the New Jersey Library Association and Pennsylvania Library Club, Atlantic City, March 9, 1912.

officials or by citizens. The Mayor of St. Louis asked the municipal reference library within the first few weeks for special information on 18 different important subjects.

10. Offer to help mayors, councilmen, comptrollers, street-cleaning commissioners, health and school officials, etc., to supplement their information and experience by making extracts of material in the library or by offering to send to other cities for information. In the first six weeks 14 different departments of the St. Louis city government asked help from the municipal reference library on 29 different topics.

11. Encourage the holding of municipal exhibits, school health exhibits, etc., at the public library.

12. Make a miniature budget exhibit at the library before the next annual appropriations are voted for your city and interest officials and the public in your city, as can be done everywhere, in the graphic presentation of municipal needs and city work to the public at budget-making time.

13. Make the library the center for club meetings, conferences, etc., as has been done so successfully in Newark. It is quite as important and far easier to make public libraries the centers for discussion and city planning as it is to make public schools the logical center for sociables, dances, etc.

14. Help clubs plan programs on civics, discovering those who are willing to study and work, so as to give them an insight into new material.

15. Send out to officials and students, ministers, debaters, etc., packages of information on government, like the 180,000 packages of clippings, magazine articles, photographs, etc., sent out to all corners of Wisconsin last year by the University Extension Division. Officials, technical, professional, business men, etc., would be glad to do for New Jersey libraries what they do for the University Extension Society, send in magazines, clippings, photographs, etc., to be cut up and filed by subjects for circulation or for study at the library.

16. Keep in touch with agencies and officials so that your offer of facilities and your suggestions will be natural, and your request for suggestions accepted. There are many ways in which libraries can tactfully help officials. For example, New York City's superintendent of schools has for two years claimed in his annual reports that he originated the studies of over-age problems, or, as he says in his last report, just out, "*Since I first called the world's attention to the over-age problem in 1904.*" Will not the time come when the library will notice such an important statement and such a legitimate object of local pride and whisper in the ears of such local officials:

"For five years before you started this inquiry the St. Louis superintendent discussed in his report, more fully and more definitely than has yet been done elsewhere, the over-age problem, using even the recently

much-worked terms 'over-age,' 'acceleration,' 'retardation,' etc., and four years before you claimed to have originated the inquiry, the United States Bureau of Education distributed broadcast the results of the St. Louis study."

17. Aim especially to cooperate with the health and school departments, which are the best understood by the public, and present most frequently and most acutely the problems of municipal administration.

Ex-President Roosevelt likes to have quoted the expression, "Like carrying coals to Newcastle or epithets to Oyster Bay." I feel like that in making suggestions to the librarians of New Jersey and Pennsylvania. But please accept these suggestions as another way of raising questions for informal discussion as to just what leadership communities may safely expect from public libraries in solving the problems of municipal government.

WILLIAM H. ALLEN.

THE FRANCES FOLSOM CLEVELAND LIBRARY

WELLS COLLEGE, AURORA, N. Y.

THE Frances Folsom Cleveland Library of Wells College, Aurora, N. Y., was dedicated with appropriate ceremonies on Commencement Day, June 14, 1911. Mrs. Cleveland, a graduate of the Class of 1885, and for whom the library was named, was present and assisted in the exercises of dedication. The dedicatory address was made by Prof. John Grier Hibben, Ph.D., of Princeton University.

The library building can claim no specific style of architecture. It is built of red brick, with terra cotta trimmings, to harmonize with other buildings on the campus. In location, it is near the center of the campus, being easy of access from other academic buildings. Surrounded by green lawns and trees, and with an extensive outlook over charming Lake Cayuga, the setting should inspire all to higher thinking and living.

In developing the plans for the library, the chief elements to be considered were cost, the needs of a small college in which but little graduate work is done, and the necessity for administration by a small staff.

In modern college library architecture, two main types are accepted standards—the alcove system, and that in which the stacks and study hall are separate. Vassar, with its half-a-million-dollar library, could have the former, but Wells, with its \$40,000, the gift of Andrew Carnegie, had to plan on simpler lines, and adopted a plan in which the two units were a large reference and study room at one end of the building and stack room at the other.

The original plans for the building, showing rooms desired and their contents, were drawn in simple outline by the librarian. These were modified and further developed by the architects, King & Walker, of New York. The contract for the construction of the building was given to Mr. E. A. P. Krabbenschmidt,

an architect and contractor, of Newark, N. Y., who had served the college in a similar capacity before.

The building is rectangular in shape, with a frontage of 111 feet and a depth from front to back of 60 feet. It consists of one main story and a high basement.

The entrance is at the center of the front of the building and is of simple design. Funds would not permit of stately portals and wide corridors. As little space as was practicable has been used in hallways. On the sides of the front door are two handsome bracket lamps, the gift of the Class of 1911.

The vestibule has a terrazzo floor, and on its walls are memorial tablets. The one on the right reads:

FRANCES FOLSOM CLEVELAND
LIBRARY
THE GIFT OF
ANDREW CARNEGIE

The one on the left was transferred from the old library and reads:

"To replace the library destroyed by fire in 1888, this room and the first thirteen hundred volumes are given by alumnae and past and present students. MDCCCXC."

One passes from the vestibule up two short flights of stairs to the main hallway. The first room on the left, with a large window on the front, is the librarian's office, a room about 16 x 12 feet. The office also opens into the stack room.

The main hallway leads directly into the delivery room, which is in the center of the building. Its walls are handsomely panelled; it has a coved ceiling, and is lighted by a skylight overhead, containing yellow cathedral glass, which gives the room a mild, yellow, pleasing light. The room is also abundantly supplied with electric lights. Its central feature is the delivery desk of semi-octagonal shape, and containing full equipment for a modification of the Newark charging system, with sunken tray, various drawers, shelves, and cupboard space. On one side of the room is the card catalog case of the Yawman & Erbe sectional type, with 105 trays. There are also some stands for the display of new books.

From the delivery room one passes to the right into the splendid large reference and general study room, which measures 47 x 58 feet, is 15 feet 3 inches high, and has large windows coming to within 30½ inches of the floor on three sides. This room is equipped with nineteen 3 x 5 rectangular tables and five round tables, and at present has chairs for 96 readers, four at a table. Thirty-eight more readers can easily be seated, when necessary, by placing chairs at the ends of the rectangular tables. The tables are placed five feet apart throughout the room. Each table is provided with a fixed light, containing two bulbs and dark green translucent shades, while overhead light is supplied by clusters of tungsten lights with holophane globes.

Around the walls of the reference room, between the windows, is wooden shelving to the height of seven feet. In some sections the fourth shelf from the floor is a ledge shelf for dictionaries. On the inner wall are continuous cases, with shelves for regular reference books above, for folios in the center, and cupboards below for unbound magazines. The reference room has wall shelving sufficient for 5000 volumes. Some of this space will be used for books which are reserved by the faculty for special class work.

Other small rooms on the main floor are a conversation room and the work room for the library staff. The former is a small room to which people may go when they wish to confer with each other for any purpose. It is furnished like a simple reception room.

The work room is a bright, sunny room, 15 x 18 feet. It is well supplied with wooden shelving, and is connected with the unpacking room below by a book lift. This room opens into the delivery room and also into the stack room.

The entire east end of the building is occupied by the book stacks, the space on each floor being 56½ x 36½ feet. On the main floor there are ten parallel double ranges, with an aisle of standard stack length running through the center. There is also a balcony floor in duplicate of this.

In the basement are now seven double ranges of book stacks, three double ranges being of special construction for bound volumes of newspapers. The present capacity of the stacks is 50,000 volumes. By adding stacks clear across the basement and duplicating by a balcony floor in the basement, the capacity can easily be increased to 90,000 volumes, and with the addition of wall shelving to 100,000 volumes.

The book stacks were supplied by the Snead & Co. Iron Works, of Jersey City, N. J., and are of the "Green Patent Book Stack" construction, with "Snead Patent Shelves." The uprights are painted dark olive green, and the balcony floor is of white Vermont marble.

The stack room is amply supplied with natural light by numerous large windows on three sides of the room, and with artificial light by electric lights between the ranges. The electric wires run in metal conduits.

On the main stack room floor, between the windows, are nine 2 x 5 tables, with locked drawers, reserved for the use of the faculty. An equal number of tables is also placed on the balcony floor.

The main stack room floor also contains space for folio stands, a wall exhibition case, and a Yawman & Erbe vertical filing cabinet for maps, blue prints, etc. A book lift runs from floor to floor through the stacks. Free access to the shelves is allowed.

In the basement is the reading room for current magazines and newspapers. It is about 46½ x 28½ feet in size. Beside it is a room 36 x 28½ feet, which will not be used at present.

The basement also contains coat and toilet rooms for both women and men, a safety vault, an unpacking room, a janitor's room, a small storage room, and a disinfecting closet. The basement rooms are all ten feet high, except the basement stack room, which is 15 feet 3 inches high. Its extra height was obtained by excavating below the level of the rest of the building.

From the administrative standpoint, one is impressed with the ease with which the library may be cared for by a small staff. The delivery desk is so situated that it commands a view of passageways leading to all parts of the main floor and also of the interior of the reference room through the doors leading to it, which are glass in their upper portion. The card catalog case is placed as nearly as possible in the center of the main floor, so that it is easy of access from all working centers. The librarian's office commands a view of people entering the library, and must be passed by all using the main floor. The reading room is so placed that it may be opened on Sundays without necessitating the opening of the rest of the library. All shelving is within the reach of a woman of average height, a great advantage in a woman's college.

The building is heated by steam from the main power plant, and gets its electricity also from there. Lavatories are supplied with hot and cold water.

Cork carpeting in a light green shade is used on the main floor in the reference room, the delivery room, and the main stack room. It is also used in the basement in the reading room. Window shades match the cork carpeting in tone of color. Electric light and other metal fixtures are of brushed brass.

The woodwork throughout the building is a fine grade of ash, finished in medium-brown shades. The walls are tinted buff. The furniture throughout is of the best quartered oak, finished in tone to match the woodwork. The library is happy in the possession of a Sturtevant vacuum cleaner.

The stack end of the building is of fireproof construction. It is separated from adjacent rooms by calamine fireproof doors. Cement floors are carried throughout the greater part of the basement.

As generally happens, the appropriation for the building was exceeded; but \$58,000 will cover the cost of the building, with furnishings, and we feel that a great deal has been obtained for the money. Mr. Carnegie has kindly consented to supply funds to cover the deficit.

Alice E. Sanborn, Librarian.

THE INTERMEDIATE COLLECTION FOR YOUNG PEOPLE IN THE PUBLIC LIBRARY

RECOGNITION of the gap between the children's room and the adult department is quite general among library workers, and the importance and difficulty of keeping young people

from drifting into the habit of reading mediocre books is widely felt. Some libraries, probably a good many in the aggregate, have shelved together, apart from the main circulating collection, books particularly suitable for young people. There has also been more or less discussion of the general problem of dealing with boys and girls who have passed beyond the age for which the children's room is intended. That aspect of the question which is concerned with the girl and novel reading has been touched upon many times; but, on the whole, the intermediate collection has received less general and systematic attention than its importance deserves.

It has been the good fortune of the Free Public Library of New Haven to come into possession of some interesting data, showing the point of view of a group of high school children toward the establishment of an intermediate collection. It came about in this way: A few weeks ago, a teacher of first-year high school pupils assigned to his class the task of writing on some topic connected with public affairs in New Haven. It was found that several chose the public library—a not unnatural choice in view of its recent removal to its new building. An unexpected and very interesting feature of these papers on the library was that three or four of the writers suggested more or less definitely the desirability of an intermediate department. This was wholly spontaneous and without the slightest prompting from the teacher or any outside source. When the matter was reported to the library, the present writer was much interested, for it was in line with a suggestion which he had made some months before at the annual meeting between the trustees and the staff of the library.

After talking it over, the teacher offered to assign "The Establishment of an Intermediate Department in the Public Library" as the subject to be written upon by each member of his class at some future exercise. This was done, the papers being in the form of letters to the librarian. Many of the letters were found to contain no idea which was not more fully and clearly expressed by others. Twenty-two of the best (about one-half of the total) were selected and handed over to the library. Of these ten were from boys and twelve from girls. Nineteen were definitely in favor of an intermediate department, while three thought such a collection unnecessary. These three were all girls.

The general argument in favor of an intermediate collection was much the same in each case, though differently presented, and often with interesting sidelights on various aspects of the general subject. The central idea receives characteristic expression in the following sentence from one of the letters:

"This department would enable us to obtain a book best suited to our tastes in a much shorter time than if we were obliged to examine each case of books in the department for older people."

An unusually broad view of the matter is taken by one of the girls:

"If there is a department where children can select books, which are not beyond their power of understanding, why should there not be just such a department for young people? I think it is very important that boys and girls, just starting out in manhood and womanhood, should read those books which will help them to be better men and women; and believe that if a department was set aside for their use, it would be very beneficial to them."

Another point—the feeling that they are now too big for the children's room, even though some of the books they still like are there—is frankly stated by a boy in these words:

"First, a fellow does not want to go into the juvenile room after an interesting book. It makes him seem too childish; second, if it is in the adult department it takes him a long time to find it . . . almost all the books being too old."

Loss of interest through failure to find a suitable book in the large adult collection is referred to several times, for example:

"Many times I have gone to the library and have taken out books too young or too old for me, and consequently have lost much interest."

"It is not at all improbable that in many cases any desire for good literature which may have been created, was immediately driven out, simply because time after time books were drawn which were suitable for people many years their senior."

"Many children are advised by teachers or parents to read, but are not told the kind of books that are suitable for them. If a child goes to the library he does not know where to begin looking for a book that is suitable for him to read; the result is he gets a book that is much too old for him to understand, or likewise, too young. In reading this the pupil gains nothing, and loses his fondness for reading."

The closing sentence of this last extract is particularly terse and to the point.

Passages occur in several of the letters which show a realization that many books of value in an adult collection are not suitable reading for boys and girls of high school age, or not interesting to them.

"Thus they often read books far beyond their years, and from which they frequently gain wrong ideals."

"Now, if some person who knows just what books are fitted for the older children, would make a list of those books and have them put in a part of the library where these boys and girls could get them without looking through the whole library for them, that person would be doing a great deal for the future citizens of New Haven."

"There is no harm in reading light fiction as a recreation, but it is better not to go beyond one's years in so doing. If the books

suitable for young folks were arranged in a separate department, no such mistake would be made. Then again, young people often read books far too deep for their appreciation, which, in later years, they might enjoy."

The last sentence brings out a point of real importance which does not always receive the attention it deserves. Children who have been induced to read some standard work before they could appreciate it, are apt to carry the memory of its seeming dullness into later years and not attempt to renew the acquaintance—so missing many a genuine delight and inspiration.

This (from a boy, by the way) gives frank expression to a familiar phenomenon:

"By having the Intermediate Department, it will keep the people between the ages of which I have spoken away from the deep love stories of the Adult's Department and thus keep their minds on literature which is suitable for them, for it is very often that the craving for love stories keeps the school boy and girl from giving the proper attention to his or her studies. (I say this from experience.)"

Very curiously worded is this paragraph from a girl's letter:

"In the library, at the present time, there is a juvenile department and there is also a department for both middle age and old age . . . In the juvenile department the books are purely for the very young children and an adult would not like to read them for one would not be advancing into literature. Why then would middle-aged people like to read books for old people, for this would be advancing into literary work too quickly."

Does she mean high school pupils and those of like years when she speaks of "middle-aged" people! That seems to be the explanation. There seems to have been some confusion in her mind between the terms "intermediate" and "middle-aged." Certainly this library has not been so rash as to attempt to distinguish between books for middle-aged persons, as generally understood, and books for old people.

Turning to the three letters which criticised the establishment of an intermediate collection, the essential paragraphs from each of them are quoted below:

"It is my own personal opinion that no such department is necessary. The juvenile department contains almost all of the books of interest to boys and girls up to the age of about fifteen years. From that age up, the Adult Department contains many books which are well adapted to the needs of those over fifteen. They are quite easy to find and by looking through the book, one can tell fairly well whether the story is too deep for the interest of young people . . . Therefore I see no reason why another department be established."

"As a rule I think girls between fifteen and eighteen like to read adult books better than those of the intermediate group. Would Dickens', Scott's and Shakespeare's works belong to the intermediate or adult group, or to

both? I think too that older people would sometimes like books that were in the intermediate department, if there were one, and would be at a loss as to where to find them. So I think it is better to have the intermediate group and the adult group both in one department."

"This seems to me entirely unnecessary. Not that it would not be appreciated, but the girls should take the opportunity of finding the books, and the right sort, themselves and not depend on some other person to choose the books. There are also librarians in the library, who are always willing to help the girls in finding books. It seems as though the girls should have no difficulty in choosing the right kind of books, if they want to get good books. We could wish for no better library than we already have, and should be entirely satisfied with it as it is."

The last extract concludes with a sentence which discloses a point of view rare among library patrons.

The use of the word "department" rather than "collection" by the teacher in assigning the subject was perhaps unfortunate. Judging from the general trend of these three letters criticising the proposal, the writers might have materially altered their attitude had they understood that the collection would probably occupy a corner of the general open shelf collection, and not a separate room; that it would consist chiefly of duplicates of books also contained in the adult collection; and that it would be easy for the more enterprising boys and girls to extend their search for a book beyond the limits of the intermediate collection. The plan, as understood by them, was thought unnecessary rather than undesirable.

To sum up the general impression produced by these twenty-two letters, we find that a large majority are strongly in favor of an intermediate collection, chiefly on the ground that it would greatly increase their chances of picking out a book that would be both suitable and interesting, and because it would enable them to attain this result much more quickly and easily.

One point is perhaps significant. No specific mention is made in any of the letters of the need or desirability of a special assistant to help in selecting books. They seem to feel that if a collection is got together, consisting only of books suitable for girls and boys of high school age, they can select from these, without further help, what appeals to their individual tastes. This deduction loses some force from the fact that some at least have taken for granted that a separate department was meant, and have probably taken the presence of a special attendant equally for granted.

That the intermediate collection should be associated with the adult department and not with the children's room is clearly indicated and this is the conclusion arrived at from experience by libraries that have such collections, so far as known to the writer.

The selection of books to constitute an intermediate collection must take into consideration several practical points. In the public library, unlike the high school, there can be no required reading, and if books of good literary quality are to be read by the young people, it must be because they make some appeal to them. It will not do to fill up the shelves with works that can be expected to appeal only to the exceptional boy or girl. Some few such may be included, but they should not give the tone to the collection, or to any section of it.

Fiction, of course, presents the chief difficulty. Romance and sentiment are fundamental demands at the stage of mental and emotional development that we are considering, and if the library does not provide books having these characteristics, they will be sought elsewhere—and ten to one those obtained will be of lower grade than those contained on the library shelves. Whatever may be said in criticism of the large percentage of fiction circulated by public libraries, it remains true that both the moral and literary qualities of this fiction are distinctly higher than those of such reading matter as is available from other sources to most of the library's fiction readers. To the extent that this is true, the fiction circulation of the library is a real benefit to the community. The responsibility for novel reading that interferes with studies and other duties rests with the home rather than with the library. The library can and should see that the novels available to young people are wholesome; but, in a city library at least, it is seldom possible to know whether individuals are neglecting duties through their fiction reading.

For an intermediate collection, novels should be selected which give a wholesome, broadly-human and optimistic view of life. Those should be avoided that cast a glamour over a life of idle and selfish pleasure, with lax ideas of honor and ethics, tending to leave the impression that such is the general attitude toward life, outside the conservative circle of the reader's parents and advisers. The notion that parents with a normal respect for convention are old-fashioned and that what the young people read about life in the popular novels of the day is the "real thing," is not uncommon. Stories whose chief interest lies in situations or inner experiences of which boys and girls can have no adequate realizing sense; subtle studies of character that must depend on experience and maturity for appreciation; and, in general, the "problem novel" dealing with phases of life upon which it is not well to focus the attention of those who lack the maturity that gives a due sense of proportion—these should be excluded. Not but that some books in which these elements occur may be included, but they must have other qualities of interest and appropriateness to give them a place in the intermediate collection.

Boys and young men specially enjoy books

such as Spearman's and Warman's railroad stories, describing presence of mind and "nerve" in trying and unexpected situations. Good detective stories make a similar appeal. A certain amount of such reading, if not of the cheap and sensational type, will do no harm and tend to stimulate desirable elements of character. The Sherlock Holmes stories have no doubt stimulated many boys to use their powers of observation and deduction more generally, for a time at least. The very general interest of boys in books dealing with how to do things—mechanical and other—makes it easier to keep them from excessive fiction reading. Often their reading on technical and scientific subjects progresses well beyond the more elementary books. One of the letters quoted above contains these sentences:

"Lately I have been interested in all kinds of manual work, engineering, electricity, and art . . . A great many boys after taking up these subjects are never satisfied until they get as much out of books as can be found."

With the girls, a taste for any line of reading outside of fiction is less common. Romantic love stories and stories embodying the intimate details of social and family life are in constant demand. It is the part of wisdom to make accessible to them the best and most wholesome novels of these types, rather than to attempt to thrust upon them what they will not read—at the same time watching carefully for any opening they may themselves give the librarian to guide them to other literature.

HERBERT L. COWING,

Head of Loan Department, Free Public Library of New Haven.

SCHEME OF SERVICE OF THE SOMERVILLE PUBLIC LIBRARY

ARTICLE I

1. The staff of the Public Library of the City of Somerville shall be appointed, promoted and retained for educational and technical qualifications and efficiency.

2. No relative or member of the family of a trustee shall be employed in any capacity.

3. The staff shall be under the direction of the Librarian, subject to the Board and its committees.

4. Staff meetings will be held and lectures given from time to time. The members will be given every opportunity consistent with the regular library procedure to study the theory and practice of library science in libraries and in Simmons College or other library schools.

5. The members shall be divided into a Non-Graded and a Graded service, as follows:

ARTICLE II

Non-Graded Service

1. The Non-Graded service includes the positions of Librarian and Assistant Librarian, which shall be filled by election by the Board

of Trustees as it from time to time may determine.

2. Stenographers, apprentices, pages and helpers in positions involving simple routine duties.

ARTICLE III

Graded Service

1. The Graded service includes employees, except as above, in whom efficiency requires knowledge of library science and experience in its practice.

2. Positions in the Graded service are divided as follows:

Grade 1, Branch librarians and heads of departments. Of whom are required independent responsibility and initiative in executive positions and specialized duties.

Grade 2, Senior assistants. Of special experience, skill and judgment, and capable of fixed responsibility.

Grade 3, Junior assistants. Of some training and acquaintance with library technique, and capable of skilful discharge of routine duties.

Grade 4, Apprentices.

3. Appointments to any grade are to be made by the Board of Trustees, upon recommendation of the Administration Committee and Librarian, from the list of eligible candidates, as provided below.

4. Candidates for appointment must possess general and personal qualifications satisfactory to the Administration Committee and Librarian, and receive 75 per cent. or over in examinations appropriate to the several grades and positions, and, except in the case of candidates for Grade 4, in "experience ratings" based on actual library work.

5. Candidates for appointment to Grade 1, unless they be graduates of recognized library schools, must have been engaged in library work in approved institutions at least three (3) years; to Grade 2, at least two (2) years; to Grade 3, at least three (3) months.

6. Candidates on an eligible list who decline an appointment when offered will be dropped from their standing in the list.

ARTICLE IV

Examinations and Experience Ratings

1. Examinations for candidates for any grade shall cover both educational and technical subjects appropriate to the several positions, and be held from time to time as the library service may require.

2. Examinations shall be open to members of the library service in the same or the next lower grade, and to such other persons as may satisfy the Administration Committee and Librarian of their fitness.

3. Examinations, in the main, shall be written, and the papers ranked by the examiner without knowledge of the candidate's identity; and all marks shall be subject to revision by the Administration Committee.

4. "Experience ratings" shall be based upon the records of the candidates' work, the

reports made by the superiors under whom the work is done, and the observations of the Administration.

5. The final mark determining eligibility shall be based, 40 per cent. upon the examinations and 60 per cent. upon the "experience rating."

ARTICLE V

Apprentices

1. From time to time candidates will be admitted to Grade 4, Apprentices, for the purpose of receiving elementary instruction, and an "experience rating" based upon its practice.

2. Such candidates must have had the equivalent of a high school education, possess the required general and personal qualifications, be in good health, and between 18 and 25 years of age, and pass an entrance examination based upon the high school curriculum.

3. Apprentices will serve for three (3) months, without pay, the regular schedule of 40.5 hours per week; the instruction and experience received being deemed an equivalent to the service rendered. Apprentices whose work is unsatisfactory to the Administration Committee and Librarian may at any time be advised to withdraw.

4. Those who receive 75 per cent. or over in the "experience rating" and in the technical examination at the end of the apprenticeship become eligible for appointment to Grade 3, but no appointment is in any way promised or guaranteed.

ARTICLE VI

Salaries

1. The salaries of the Librarian and Assistant Librarian shall be fixed by the Board of Trustees as it may from time to time determine.

2. The salaries of other persons in the Non-Graded service shall be fixed by the Board, upon recommendation of the Administration Committee and Librarian.

3. Salaries in the Graded service shall be as follows:

Grade 1, \$650 to \$750 per annum.

" 2, \$540 to \$600 " "

" 3, \$360 to \$480 " "

" 4, No salary.

4. The salary first received by an appointee shall be the lowest salary for the grade; except that the Board may fix a higher salary when recommended by the Administration Committee and Librarian for special qualifications and responsibilities.

5. A member of the staff whose "experience rating" for one year is entirely satisfactory may be given an increase in salary of \$60 for the following year in the same grade; but such an increase shall not be beyond the salary limit of that grade, and shall rest wholly in the discretion of the Administration Committee and Librarian.

6. Absences within the year of more than a week in excess of the vacation allowance

shall delay for a like time the date of this increase.

ARTICLE VII

Vacations and Absences

1. Two vacation periods will be allowed annually without loss of pay: one of three weeks between June and October, the other of one week during January and February.

2. Occasional absences of a few hours for social or business reasons may be allowed by the Librarian; and, conversely, a few hours' extra service may be asked in case of emergencies. These facts will be considered in determining "experience ratings."

3. Absences exceeding a week shall be brought to the attention of the Board, and action upon the salary allowance taken by it upon recommendation of the Administration Committee and Librarian.

ARTICLE VIII

Hours

1. The hours are 40.5 per week, divided into eleven (11) periods, nine day and two evening, not exceeding two periods being required in one day.

2. Regular schedule A follows; two similar schedules, B and C, are made by moving the arrangement of hours down one and two days, respectively, so that the days with evening periods fall on Tuesday and Friday, and on Wednesday and Saturday.

3. Schedule A.	Monday,	1-5, 6-9
	Tuesday,	9-1, 2:30-6
	Wednesday,	9-1,
	Thursday,	1-5, 6-9
	Friday,	9-1, 2:30-6
	Saturday,	9-1, 2:30-6

December, 1911.

A NORMAL COURSE IN LIBRARY TRAINING

THE Pratt Institute Library School is planning a normal course in library science to be offered this fall. Its object is to fit students to teach in library schools, to take charge of training classes in public libraries, and also for the librarianship of normal schools which offer instruction in library work. The course is to consist on the one hand of instruction in educational psychology, normal methods, the history of education with special reference to public education in America, and library school organization and method, and on the other hand of practice teaching under the direction of a competent instructor. This opportunity of practice teaching is made possible by a plan of co-operation with the Brooklyn Public Library by which the normal students are to prepare and conduct the courses in library science to be given to the training class of the Brooklyn Public Library. This feature of the plan we feel confident will be of the highest value to our students. Admission to the normal course will be open to a limited number of graduates of other library schools and

preference will be given those who have had library experience as well. This is only a preliminary announcement. The cooperative plan having been accepted by the trustees of the Brooklyn Public Library just as the *LIBRARY JOURNAL* was going to press, fuller details will appear later. Those wishing to consider taking up this course are asked to write to the vice-director, Miss Josephine Adams Rathbone, Pratt Institute Library School.

BI-STATE LIBRARY MEETING AT ATLANTIC CITY, MARCH 8-9,

1912

THE sixteenth annual meeting of the Pennsylvania Library Club and the New Jersey Library Association, held at the Hotel Chelsea, Atlantic City, N. J., was naturally one of their most successful meetings, even though the weather tried to put a damper on the spirits of over two hundred representatives from twelve different states. There were three sessions, two under the auspices of the Pennsylvania Club and the New Jersey Association, respectively, and one general session.

Dr. Edward J. Nolan, as president of the Pennsylvania Library Club, presided at the first session, Friday evening, and introduced the Hon. Harry Bacharach, Mayor of Atlantic City, who gave the welcome and presented the key of the city, assuring his hearers that the curfew would not ring that night. It was suggested that the key, over twelve inches long, should be placed in the Atlantic City Library as an emblem of the good intentions of the city toward the conference. Dr. Nolan then gave some reminiscences of thirteen years previous, when he presided at the same conference, and spoke of the large growth of library interests in that time, though to certain tendencies in the modern movement he took exception then as now. "You have a right to say the poor man is thirteen years older and not a bit wiser!" But Dr. Nolan is celebrating his fiftieth year in library work! Dr. Ernest Lacy, head of the department and professor of the English language and literature at the Central High School of Philadelphia, spoke on "The Reconciliation between the ideal and the real in literature," a blending of the realist, who says, "take me as I am," and the idealist, who sees everything as it ought to be. He asserted that as the ideal and the real struggle to perform the same function that they will eventually join. It shall be composed of all the true elements into which each can be resolved. Absence of conflict between thought and thought, act and act, should mean a greater poet, greater novelist and greater dramatist than the world has ever known.

The president then introduced Mr. Stan. V. Henkels, "a certain book friend of all librarians and a friend of the general public," who gave interesting and amusing "Incidents and anecdotes in the life of a book auctioneer."

At the Saturday morning session, presided over by Miss Elizabeth H. Wesson, librarian of the Free Library, Orange, N. J., and president of the New Jersey Library Association, a resolution was introduced favoring some form of a special library post, for which two bills have been introduced in the House of Representatives, reprinted in this number, which was passed and ordered sent to the House Committee on Post Office and Post Roads. Mr. William H. Allen, director of the Bureau of Municipal Research, New York City, cited this resolution as showing the library world "on its uppers" in asking for special legislation for a specific cause, in the opening remarks of his discourse on "The library's opportunity to further efficient government," the outline of which is reprinted elsewhere. He urged efficient cooperative work in the interest of the city and good government. Libraries should be able to say to the people of the town, We have done such and such a service, and that it will cost so much money to do it. Mr. Allen did not favor the direct tax of so many mills for library purposes, because it was a limitation in its work. On this topic much discussion ensued. No library in New Jersey, said the speaker, renders the service it ought to render, nor does it receive the money it ought. "Get library work out in the open, so that people won't have the nerve to refuse adequate appropriation." People should get the service picture, and the dollar picture is easy to convey. It is not enough for information to be accessible; the librarian must take the aggressive, and, as an example, Mr. Allen cited the excellent work done by Mr. Bostwick in St. Louis. Following his address, there was a free discussion, participated in by Dr. Richardson, Mr. MacFarland, Mr. George, Dr. Hill, Dr. Leipziger, Mr. Kimball, Mr. Bliss, Mr. Legler, Mr. Sensor, Dr. Gould and others. This brought out the question of placing too many books on one subject before the reader, and Mr. Allen favored magazine tearing in order to bring special subjects together. The New Jersey law of 1889, levying a one-third mill tax on vote of the community for establishing and maintaining libraries was defended by Mr. Kimball, of the New Jersey Library Commission, and others. This law, he thought, had worked admirably, and the less libraries had to do with political matters the better they were off in the long run, especially in the smaller communities. Mr. Allen thought that a strong state movement for the encouragement of libraries would have accomplished more than this law, adequate to needs in 1884, which had become a limitation to library development in 1912.

Mr. Legler, in speaking of specialization in libraries, said that small libraries have neither the funds nor space for that specialized service which renders municipal reference libraries effective, this work being better accomplished by some central agency. He urged cooperative arrangements to prevent the waste

incurred in having each institution do for itself what might better be done collectively. Mr. Allen answered that a librarian should not do anything he can get someone else to do, and that he should be just a little ahead of the town.

Dr. Hill said: "We have been greatly stimulated by Dr. Allen's address. He has a way of stirring things up and getting stirred up himself. Two topics brought to our attention are extremely interesting to me. First, the New Jersey library law. At the time the New Jersey library act was passed, in 1884, there was not a free public library in the state, unless we except a small one in Elizabeth, about which there is some uncertainty. New Jersey was one of the first states to pass a mandatory act requiring the city adopting it to pay one-third of a mill on the dollar tax for the support of the library; but it should be remembered that the act did not become effective until voted upon by the people at a regular election. Knowing the library situation in New Jersey for nearly thirty years, I am safe in saying that if it had not been for this law there would not be twenty free public libraries in the state to-day, and without it the city government would not have given as large appropriations. It was through the satisfactory application of the act that interest in libraries was first aroused, and the splendid work done by the Library Commission was made possible. I think Mr. Kimball will bear me out in this statement. Secondly, Dr. Allen has spoken of the relation of the library to the different departments of the city government. In recent years many librarians have been using their best efforts to get in touch with city officials.

"The great difficulty has been to secure the co-operation of department heads, librarians often being unable to obtain reports of the several departments, and in some instances finding that the departments themselves did not have complete files of their own reports. A few libraries have established 'Municipal reference libraries,' where are to be found reports not only of the local government, but also of other cities and towns in the country.

"In New York City an investigation was made by one of the city departments with regard to municipal libraries, with the intention of establishing a separate department to be called the Municipal Reference Library. Fortunately this plan was not carried through, but instead arrangements were made with the New York Public Library to conduct such a library in quarters provided by the city. That seems to me to be the ideal relation of the library to the municipal government.

"A word with regard to the 'budget.' In all cities the departments and institutions receiving money from the city are required annually to submit to the body having charge of appropriations estimates of the cost of maintenance. In making up this budget the library should exercise the greatest care, so that the amount

asked for should not exceed the actual requirements, and in no event should the sum be so large that the library trustees cannot easily explain the necessity for each item. I would emphasize the desirability of co-operation between the library and the city officials making up the budget. In New York City it often happens that a cut is made in the appropriation without its becoming known to the library authorities until too late to have the amount restored.

"The proper way, it seems to me, is for both sides to get together before the budget is finally prepared, and come to an agreement with regard to any items about which there is any question. If this were done the library would be better prepared to meet any proposed reduction of the appropriation."

On Saturday evening was held the general session, under the guidance of Dr. E. C. Richardson, who gave some further interesting details as to old Egyptian librarians. Mr. Paul M. Pearson, of the department of public speaking at Swarthmore College, gave an interesting lecture recital on Paul Laurence Dunbar, the negro poet. By some, this alone was thought worth the trip to Atlantic City, and certainly the recital proved both entertaining and instructive.

Mr. Melvil Dewey spoke of the remarkable development of libraries in the last third century, and recalled some interesting episodes since the founding of the A. L. A. in 1876. He referred to the functions of libraries, the question brought up in the discussions of the previous session, saying that the library would have to extend these in the time of readjustment, which he predicted for the next generation. We would then no longer hear the old slogan that the idea is impossible, or undesirable, or too costly, or that it takes too long. "There are some," said Mr. Dewey, "who would have the library do everything that is to be done; on the other side are those who act like slot machines." In speaking of scientific management, Mr. Dewey urged the checking over of the past to see how in the future to increase efficiency; to find the young man and the young woman to go into the work on the highest plane. The salary will take care of itself when the work is done better. Effective work is accomplished with accuracy, with strength, with speed and with continuity. One must be willing to give his life to his work and carry the profession to higher planes. The thought is popular education, never a claim to be bookish. To the librarian, "books are the units with which he builds up a great institution and serves the purpose of a great work." Mr. Dewey placed emphasis on the small things which will have a very appreciable effect on the success and development of the librarian. The best work is done by the librarian who uses the book as the lever with which to pry. "The closer we get to people the more we see things in common which we never suspected. In that spirit the best work is to be done."

Mr. Faxon then made announcement of the Travel Committee of the A. L. A. The Ottawa meeting has been definitely set for the week from Wednesday, June 26, to Tuesday, July 2, at the Chateau Laurier. Full details are printed elsewhere. Mr. Gould also spoke of the attractions of the proposed week's post-conference trip on the St. Lawrence and Saguenay rivers.

This ended the program of the conference, though it may be mentioned that one of the most interesting and informing talks was given by one of the prominent New Jersey librarians on the problems of the librarian of a public library and the scope of his work, as differentiated from that of the university or special librarian. This was enjoyed only by a privileged few before Sunday morning had seen daylight.

The social features of the conference included a reception, Saturday afternoon, in the parlors of the hotel, Mrs. E. C. Richardson and Mrs. T. L. Montgomery assisting. A dinner of the Drexel Library School graduates and students was held on Saturday evening. Much credit is due Miss Graffen and Miss Pratt, the secretaries of the Club and Association, respectively, for efficient management, which went unnoticed because it went smoothly!

REPORT OF THE BIBLIOTHEQUE NATIONALE OF FRANCE

THE report of the *Bibliothèque Nationale*, Paris, for 1911, has been issued under date of March 1, and is divided into the four departments of the library: that of printed matter, map and geographical collections; of manuscripts; of medals and antiquities; and of prints. Mention is again made of lack of space, and a commission was appointed to study the question.

The volumes borrowed in the reference room reached 588,040, an increase of 16,000 over 1910; there were 183,326 readers, the highest reached on one day being 830, although the seating capacity is only 344. In the reading room there were 39,803 readers, 52,839 volumes being loaned. In the geography room there were 2265 readers, 26,347 pieces being borrowed. Accessions through legal deposit: Seine, 5160 books and pamphlets, 160,000 journals and periodicals, 6010 pieces of music; departments, 9752, 380,000, 50, respectively; by purchase, 13,515 foreign books, 125 incunabula; 72,500 reviews and foreign periodicals; by gift 4800 pieces, forming 6500 volumes. 22,797 books were bound. In printing the general catalog, authors to whom proofs of slips of their bibliography were sent, donated 642 volumes and pamphlets of their works.

The bulletin of recent publications in 1911 contained 11,253 items, approximating 1100 pages. The foreign bulletin contained 7061 numbers. Catalogs for 1910-1911 included the general catalog of printed works, volumes

XLVI-XLIX. (Dut-Fa.); catalog *méthodiques* of American history (autographed), v. 5 and last, pages 361-511; catalog *méthodiques* of the history of Oceania (autographed), pages 1-173, begun; catalog of anonymous works of French history (autographed), second series, names of places, v. 6, pages 1-424 (Dahara-Genève); catalog of law reports, which will not exceed three large volumes; catalog of ancient music, v. 2, 245 pages; catalog of royal decrees. Work on the subject catalog has been temporarily discontinued. M. Léon Valée, of the library staff, has published his "List of periodical publications contained in the map section."

In the manuscript section there were 44,057 readers, 75,754 mss. being borrowed. Manuscripts loaned amounted to 275 in Paris, in the departments 84, foreign 95. 262 mss. were purchased, 105 received by gift. Catalogs of mss. have been begun on China, Tibet, India, Persia, Arabia, and many other special collections.

According to the report for 1910, that 50,000 volumes are received yearly, the total number in the library would approximate 4,050,000.

LIBRARY POSTAGE RATES

THE following bill (H. R. 16294) has been introduced in the House of Representatives by Representative Lawrence of Massachusetts, and referred to the Committee on Post Office and Post Roads:

"A bill to establish a library post.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that, subject to such regulations as the Postmaster-General may from time to time determine, books and other printed matter belonging to and passing from and to any of the libraries enumerated below, and from and to said libraries and users of said library matter, be, and are hereby, admitted to carriage by the mail at one cent per pound or fraction thereof, namely: Public libraries maintained wholly or in part by taxation by towns, cities, States, or other political units, or by the United States; school libraries supported by taxation or having tax exemption, belonging to educational institutions of all grades; society or social libraries having entire or partial tax exemption or other public privileges, maintained by endowment or taxation, or from both sources, by religious, literary, professional, trade, industrial, or library associations.

"SEC. 2. That this Act shall be construed as in no wise conflicting with section six hundred and forty-one of the Postal Laws and Regulations, which reads as follows: 'At free-delivery post offices packages too heavy or bulky for delivery by letter carriers will be held in the office and addressees notified by mail to call for them.'

"SEC. 3. That this Act shall take effect from and after its passage."

THE following bill (H. R. 19546), larger in

scope, was introduced by Mr. Thayer, of Massachusetts, Feb. 6, 1912, in the House of Representatives:

"A bill in regard to postage rates on newspapers, magazines, periodicals, or publications, whether foreign or domestic, designed for use in a free public library or a library of a literary institution or university or college.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that the postage rates on newspapers, magazines, periodicals, or publications, whether foreign or domestic, designed for use in a free public library or a library of a literary institution or university or college, shall be those charged for second-class mail matter of the same general character, whether sent from the office of publication or by a news agent, and that the same shall not be subject to the condition of the Act of March third, eighteen hundred and seventy-nine.

"A certificate from the librarian or other administrative officer of such library that such publication is to be used therein shall be sufficient for the above purpose."

Taft's Commission on Economy and Efficiency Recommends The D. C. for Letter Filing

Of interest as showing the spread of the decimal classification in the general business world, as well as in libraries, is the recent memorandum of conclusions for handling and filing correspondence issued by President Taft's Commission on Economy and Efficiency. It seems that most of the government departments, naturally conservative, are using the correspondence filing methods of a generation or two ago. Most of the departments make press copies of the letters instead of carbon copies, and use either letter books, filing boxes, or document files instead of the vertical files now in general business use. Under any of these methods—which correspond to the old "fixed-location" shelf classification of books—all the letters or cases received are numbered under one immense sequence of progressive numbers. This involves the use of a book register, or card index, to the correspondence itself.

In recommending the adoption of vertical filing for our governmental correspondence, the commission further advocates as a basis of correspondence classification some form of Decimal Classification, though Mr. Dewey's Decimal Classification, as worked out for libraries, would seldom be applicable. The commission refers to the fact that the Decimal Classification is coming into increasing use in many great business organizations, particularly railroad [Pennsylvania lines west of Pittsburgh], electrical [General Electric Company] and telephone companies.

The advantages of the decimal or any other form of relative classification applied to correspondence are, of course, the same as those of a "relative location" system applied to books. The commission sums up these advantages as: its applicability "to the most varied subjects"; its capability of "unlimited expansion"; the fact that all correspondence "can be located readily without any preliminary reference to a subject index"; and, most of all, that "the entire correspondence on any given subject is found together in one place," with that on "the most nearly allied subjects either following or preceding."

TO THE AMERICAN LIBRARY INSTITUTE

A PROMINENT member of the Institute dares us, humorously, to reprint the enclosed skit which he sends us, clipped, we imagine, though there is no reference on it, from the *Boston Transcript*. Dare? Of course we dare.

Men and women, high in station—
Cease thy mutual admiration,
Lend thy fellows some assistance,
Justify thy own existence.
You are rather small pertaters
If you have no raison d'etres.
Though your names are most imposing
(Like this rhyme I'm now composing)
All these years you've been a-brewing
What on earth have you been doing?

We have many troubles—quell 'em!
Let each mighty cerebellum
Get to work—the mere selection
Of more members for election,
Choosing one or two Immortals
For to pass your sacred portals,
This is nothing more than whiffing,
What an Englishman calls puffing.
You will die of inanition
Dropping off by slow attrition,
If before your dissolution
You've produced a resolution,
Said some words, had some one write 'em,
Thus gone on ad infinitum,
Talked with ponderous discernment
Then decided on adjournment.

When at first you got together
You allowed some ice you'd sever,
And you'd gladly bet a stiver
You'd incinerate the river.
So your solemncholy capers
Were recorded in the papers,
And you met and yawned and fiddled,
And your thumbs you duly twiddled,
Till your moribund condition
Has become a fixed tradition
And your guns are spiked and dusty
And your armor very rusty.

CONFERENCE OF SCHOOL LIBRARIANS

A CONFERENCE of school librarians will be held in New York City on Friday and Saturday, May 24 and 25, under the auspices of the Committee on High School Libraries for the New York Library Association, with the coöperation of the New York High School Librarians' Association. The meetings will be open to all who care to attend.

Friday, May 24. Visits to school libraries in New York and vicinity.

The following schools are suggested by the committee as well worth visiting: High School, Passaic, N. J.; Barringer High School, Newark, N. J.; Libraries of Teachers' College, Horace Mann School, and Columbia University; Morris High School, The Bronx; Wadleigh High School, Manhattan. Special itineraries will be planned for those who desire them.

4 P.M. Reception to visiting librarians by the New York High School Librarians' Association at Erasmus Hall High School, Brooklyn, N. Y.

Saturday, May 25, 9:30 A.M. At the Girls' High School, Brooklyn, N. Y.

Topic: How can we make the library of greatest service?

9:30-10:30. Some things which have proved practically helpful in a school library. Five-minute reports from several schools.

10:30-11:30. Training students in the use of books.

11:30-12:30. Directing the general reading of students.

Saturday, May 25, 2:30 P.M. General session.

Topic: The library as a reinforcement of the school.

Address by Dr. William Dawson Johnston, librarian, Columbia University. Discussion by principals and teachers of secondary schools.

American Library Association

OTTAWA CONFERENCE

The annual conference of the American Library Association will be held this year at Ottawa, Canada, June 26 to July 2. The first and thus far only Canadian meeting of the A. L. A. was held at Montreal in 1900. The past twelve years have seen notable progress in the library profession both in the United States and Canada, and those who attended the Montreal conference will doubtless find their minds reverting from Ottawa to the library situation when last we met with our northern members. Indications point to a large attendance. The local committee is already at work arranging for our comfort and accommodation; the program committees of the A. L. A., and the various affiliated associations and sections are already engaged in framing the Ottawa program and are determined that with the assistance of contributing librarians and specialists it shall be no whit behind that of previous conferences; and the travel committee have travel plans sufficiently formulated to give all necessary preliminary information.

It seems doubtful if such rate will fall much below the regular summer excursion round trip which will be in force to Ottawa from most points in eastern and central United States. Home ticket agents should be consulted. If the going trip does not pass

through Montreal, and it is desired to take the post-conference trip, tickets should be bought, if possible, to Montreal via Ottawa, with stop-over privilege at Ottawa for the conference, and at Montreal for the post-conference trip. From eastern Canadian points, a round-trip rate on the certificate plan will probably be granted, on basis of one and three-fifths fares, or possibly one and a third—provided fifty or more certificates are presented at the meeting.

EASTERN AND CENTRAL NEW ENGLAND PARTY PLANS

Special sleepers will leave Boston early on the evening of June 25, running probably via Boston & Maine, Central Vermont and Grand Trunk railways, due to arrive in Ottawa about noon, June 26, the opening day of conference. The round-trip fare, Boston to Ottawa, will probably be \$19.40, and lower berth \$2.50 one way. Reservations for this party should be made with Frederick W. Faxon, 83 Francis street, Boston.

EASTERN ATLANTIC STATES PARTY PLANS

This party will leave New York on the evening of June 25 by Albany night boat. From Albany special parlor cars will be used, the party reaching Ottawa about suppertime, June 26. The round-trip excursion rate will be about \$22 from New York City, which includes stateroom berth on boat and parlor-car seat going. Rate from Philadelphia will be \$4.50 in addition to the above. This party will be in charge of C. H. Brown, Brooklyn Public Library.

MIDDLE WEST PARTY PLANS

A special Pullman train will be run from Chicago to Ottawa without change, leaving Chicago the afternoon of June 25, arriving at Ottawa on the afternoon of the next day. Round-trip fare from Chicago to Ottawa will be \$20; lower berth \$5 one way. Reservations for this party should be made with John F. Phelan, Chicago Public Library. Special rates from points west of Chicago will be made, based on the round-trip fare from Chicago to Ottawa. Those returning by way of Niagara Falls will have choice either of all-rail to Chicago or boat from Buffalo to Detroit, without extra charge.

OTTAWA HOTELS

Headquarters will be at the Chateau Laurier, the new hotel which has been in course of construction for the past three or four years and which the management is planning to open Empire Day, the 24th of May. Rooms (without meals) will be from \$1.25 up to \$3.50. Table d'hôte dinner will be served for \$1; other meals will be on European plan. The new Russell Hotel, at present the best in Ottawa, is about a minute's walk from the Chateau Laurier. Rooms (without meals), from \$1 up to \$3.50. Meals on European plan. Grand Union Hotel, about five minutes' walk

from Chateau Laurier, offers rate of \$2.50 a day, American plan.

Arrangements are in the hands of the A. L. A. Travel Committee, consisting of Mr. Frederick W. Faxon, chairman, 83 Francis street, Boston, Mass.; Mr. Charles H. Brown, 26 Brevoort place, Brooklyn, N. Y.; Mr. John F. Phelan, Chicago Public Library, Chicago, Ill.; Mr. C. H. Gould, McGill University Library, Montreal, Can., who have charge of their respective districts.

Detailed information will be published later.

POST-CONFERENCE TRIP

A post-conference trip is planned on the St. Lawrence and Saguenay rivers, ending at Montreal on the morning of July 9. The cost of this week-long river trip will be well within \$40, including stateroom (holding two persons), meals and side excursions. An outline of the trip follows:

The party will leave Ottawa on Wednesday morning, July 3, arriving in Montreal for lunch, and will spend the afternoon and evening in seeing the city, visiting McGill University and the Westmount public library. On Wednesday evening, July 3, the party takes special steamer and proceeds down the river, passing Quebec the next morning, calling in the afternoon at the little French village of Les Eboulements, and later at Tadoussac, at the mouth of the Saguenay. Between Tadoussac and Capes Eternity and Trinity occurs the very finest scenery on the Saguenay; and this part of the route will be traversed while the sun is setting and the late moon rising, so that the Capes themselves may be seen by moonlight. Early next morning the steamer will be at Ha Ha Bay, near Chicoutimi, and chosen instead of the latter as a turning-point of the excursion. Having ascended the Saguenay by night, the descent will be made by day with a long stop at the Capes and at Tadoussac. Thence the steamer will cross the St. Lawrence, here 18 to 20 miles wide, in order to give the party an additional taste of salt water and also to get the effect of the sunset on the northern cliffs. The next day will be spent at Murray Bay; the next (Sunday) at Quebec. Three rivers at the mouth of the St. Maurice river will be reached on Monday morning, and there a landing will be made for a day's excursion to Shawinigan Falls. On Tuesday morning at 6 o'clock the post-conference trip will end at Montreal in time for all home-bound trains.

Applications for accommodation on this trip will later be requested, and are to be sent to the steamboat company, each person arranging, if possible, in advance for roommate on the steamer.

PUBLISHING BOARD

American Library Association Catalog, 1904-1911, the annotated list of the 3000 best books published 1904-1911, selected through votes of librarians and various specialists in all parts of the country, and edited by Elva L. Bascom,

will probably be published during the month. Books are arranged by classes, with author, title and subject index and children's books listed separately. Advance subscription, \$1 (postpaid, \$1.20); after publication, \$1.50.

AN INVITATION TO WESTMOUNT

The librarian who finds himself in Montreal next June, on his way to or from the A. L. A. at Ottawa, will do well to remember that the Westmount Public Library can be reached in fifteen minutes by trolley, that all the Montreal street cars running west on St. Catherine street will take one out there. The Westmount Public Library is situated in the Westmount Park, and is open each weekday from 2 P.M. to 6 P.M., and from 7:30 to 10 P.M. It has an especially artistic setting, which should be seen by daylight, but the building itself inside lights up well at night, and its mural decorations are very interesting. The only children's room in the entire Province of Quebec is to be found here, and a pretty conservatory is a new feature in library architecture.

State Library Commissions

LEAGUE OF LIBRARY COMMISSIONS— EASTERN SECTION

The Eastern section of the League held its mid-winter meeting at Atlantic City, Hotel Chelsea, March 8-9, 1912, preceding the annual bi-state meeting of New Jersey and Pennsylvania, with Mr. Robert P. Bliss, assistant secretary of the Pennsylvania Free Library Commission, in the chair. There were about twenty-five in attendance, representing eight eastern states. Sessions were held Thursday evening and Friday morning and afternoon.

Miss Cornelia Marvin, of Oregon, president of the League, outlined the work done at the middle-west section meeting of the League, held in Chicago in January. It was decided that the eastern section should appoint one member for each of the two middle-west committees on commission form of government, as it affects libraries and the relations which should exist between school and public libraries. Approval was expressed of the work already done by these committees. Mr. C. F. D. Belden, of Massachusetts, summarized the discussions of the meeting of the New England Club of Library Commissions, held in January. Miss Sarah B. Askew, of New Jersey, read a paper on "The public school and the public library," which was followed by a general discussion of existing relations. It was thought better that the public library circulating general literature should be entirely distinct from the school books on school subjects being placed in the school library.

Miss Minnie W. Leatherman, secretary of the North Carolina Library Commission, read a paper on library conditions in North Carolina, with special emphasis on local and trav-

eling libraries. Mr. A. L. Bailey, of Wilmington, described the general effect of the commission form of government, and said that no provision for the inclusion of public libraries had been made.

Miss Ridgely, member of the Delaware State Library Commission, made a preliminary report of an investigation made in Delaware as to the reading of young people and books found in homes. Miss Burchenal supplemented this report. Miss Caroline F. Webster, of New York, read a paper on "How to reach the farmer." Miss Anna A. MacDonalld, of Harrisburg, discussed the support needed by a library in a small town, and under what circumstances a community of 500 people should be encouraged to form a library. The general opinion was that a town should not be discouraged where there is real interest, even if a definite income were lacking.

State Library Associations

CONNECTICUT LIBRARY ASSOCIATION

The annual meeting of the Connecticut Library Association was held in the State Library at Hartford on Feb. 29, 1912.

Governor Baldwin welcomed the Association and sounded the call to arms. He said that perhaps librarians did not realize their power of influence, especially with the young. Of old time it was said that the lawyer-priest held the key of knowledge, but now it was in the hands of the librarian. If all the results of the world's progress were burned except the books, the heritage of humanity could be restored through them, and Connecticut is rich among states in this heritage and its record. Let us see that the people receive the benefit by the best possible administration of our trust, for the best library serves the most people with the best books.

Mr. Godard gave a brief description of the splendid new building in which the meeting was held. He did not need to point out the quiet beauty and architectural dignity, but he could help us see in more detail how admirably it is planned to meet the needs of comfort, convenience and ease of administration. It houses the Supreme Court as well as the library, but each has ample quarters, with all future contingencies apparently foreseen and provided for. The building is as nearly fireproof as modern science can make it, even to the furniture and filing cases, which are of steel, and the very large space provided in vaults for the storage of valuable records, make one congratulate Connecticut that she is insured against any such terrible calamity as befell her neighbor state.

A great pleasure was afforded the Association in listening to two songs sung by Miss Grace Godard, a niece of the state librarian. She sang Marshall's "I hear you calling me" and Woodward's "An open secret," and was accompanied by Mrs. F. M. Green.

After this interval of pure delight, the As-

sociation took up the business part of the meeting. The treasurer's and secretary's annual reports were read and accepted. The Committee on Affiliation with the A. L. A. reported meetings and discussion, but felt that more time was needed for consideration. It was moved by Prof. William J. James, and carried, that the committee be continued and directed to report at the spring meeting. Report of the nominating committee was deferred.

A question box, conducted by Miss Sperry, of the Silas Bronson Library, Waterbury, centered chiefly on duplicate pay collections of popular fiction. The principal variation in practice brought out was between those making it a strictly duplicate collection, putting all the titles first in the free collection and duplicating for the pay if wanted, and those trying out in the pay collection and duplicating for the free if wanted. Miss Pinneo, of Norwalk, said they avoided the duplicate pay feature by calling it a library book club, housed at the library for the convenience of readers. Miss Rockwell, of New Britain, said her board felt they could not use the city appropriation for the purpose, so invited subscriptions to a fund for the initial outlay, which subscriptions are being repaid from the earnings as it is possible. With them it is strictly duplicate.

A second question was: "In libraries not having apprentices, how is shelving and mechanical work done?" Various librarians described their methods of employing high school boys and girls at from 8 to 15 cents per hour, according to efficiency, and in some places getting volunteer help in preparation for the paid work.

The nominating committee reported as follows:

The nominating committee last year, having to perform their duties during the noon intermission, were unable to do what a committee appointed beforehand can do, that is, get the permission of those persons whom it seemed desirable to nominate. It, unfortunately turned out that the secretary and treasurer elected felt obliged to decline. Consequently, much unexpected difficulty came to Mr. Latham, the president. The Association is indebted to Miss Wilde, who has acted as secretary during the interim, and to Miss Frances Russell, who has served as treasurer.

Mr. Latham feels compelled to decline re-nomination for another year, as he says, "in justice to himself and his library."

The committee nominates for president one whom the Association desired in the past as its president, but who hitherto has declined nomination, preferring to devote her energy without stint to other phases of the library interests of the state. We nominate for president Miss Caroline M. Hewins, Hartford Public Library; secretary, Miss Harriet S. Wright, New Britain Institute; treasurer, Miss Lillian M. Stedman, Kent Memorial Library, Suffield; vice-presidents: Mr. Charles S.

Thayer, Hartford Theological Seminary Library; Mr. J. S. Bard, Brooklyn; Mrs. Lily Gunn Smith, Gunn Memorial Library, Washington; Mr. Edwin Hallock, Derby; Mrs. F. B. Munn, New Hartford.

The secretary, after a motion to that effect, cast a single ballot for the club.

The meeting then adjourned to enjoy the dinner provided by our hosts in the parlors of a neighboring church.

The afternoon session was devoted to accounts, by the librarians, of the activities of the ten Hartford libraries: the State Library, Mr. George S. Godard; the Public Library, Miss Caroline M. Hewins; the Watkinson Library of Reference, Mr. Frank B. Gay; the Connecticut Historical Society, Mr. Albert C. Bates; the Trinity College Library, Mr. Walter B. Briggs; the Case Memorial Library of Hartford Theological Seminary, Rev. Charles S. Thayer; Hartford County Bar Library, Miss Hettie G. Baker; Hartford Medical Society Library in the Hunt Memorial Building, Miss Alice S. Griswold; and the Cathedral Library, Rev. John G. Murray. Mr. Thomas S. Weaver was unable to be present to speak for the Hartford school libraries. The session made apparent the splendid cooperation achieved by the different institutions whereby the loss from the overlapping of fields of activity is reduced to a minimum. The Connecticut Public Library Commission being not, strictly speaking, a library, did not take part in the symposium, but was "at home" in the capitol building.

Alice Wilde, *Acting Secretary.*

DISTRICT OF COLUMBIA LIBRARY ASSOCIATION

At the meeting of the District of Columbia Library Association, on Wednesday, February 14, Mr. George F. Bowerman addressed the Association on "The selection of books for a public library." Mr. Bowerman said the public library must appeal to the whole mass of the people. It cannot do this successfully without a wise selection of books. This selection must be based on a careful study of the population, a sort of intellectual survey of the constituency, and must be made with both the utilitarian and the recreational functions of the library in mind.

In his discussion, Mr. Bowerman divided the world of books into four classes: books of information or fact; books of opinion or speculation; imaginative or creative literature; juvenile books, a class overlapping the others, rather than coördinate. In considering books of information or fact, the first question is that of accuracy. The librarian must be impersonal and non-partisan, and must provide the best books on both sides of disputed questions; he may exclude books because of general inaccuracy, but not because of the views they uphold. Other questions to be considered are: are the library's resources on this subject already adequate; if not, is this the best book on the subject—for the latest is

not always the best; is it sufficiently popular in treatment to be the best for this library; instead of buying a new book, would it be better to duplicate an older title? The demands of advanced students should be met as far as possible, but, in general, the popular demand should be first supplied.

Books of opinion or speculation must be judged less on statements of fact than on their literary standard, but here again the library must have a fairly representative collection on all sides of disputed political, social and religious questions. In the third class, covering the field of belles-lettres, we must judge books on the æsthetic or purely literary side, but must remember that the library is to furnish recreation as well as education. Important questions are: Shall we buy only classics; or shall we purchase all the new and popular books? Shall we make our decision rest on literary merit or on the question of morality? The library should, of course, be well stocked with the classics of all times (and there is encouragement in the good circulation which these have), but it should also endeavor to supply the best of our contemporary literature, judging this by liberal standards. Weak and colorless books should, so far as possible, be excluded, and books which are distinctly immoral. Here, too, the librarian should be fairly liberal in his standards, and should try to keep a little in advance of his age. It is necessary to have certain books which must be restricted in circulation, though here there is room for great difference of opinion.

Lack of time prevented the speaker from considering the question of selection of juvenile books. Mr. Bowerman closed with a warning to beware of the faddist, who may want the librarian to buy all that was ever written on the Bacon-Shakespeare controversy; of his near kin, the propagandist, who seeks to exploit his own religious, political or medical theories; of the booster, employed by Jones to ask for his latest novel; of "the Greeks, bearing gifts," especially gifts of poems by the author, of voluminous sets or of "rare and valuable private libraries"; of the smooth-tongued and persuasive book agent; of building up a well-rounded collection of books no library should lack; and, lastly, beware of a spirit of dogmatism and finality, and be willing to reverse your judgment if you have been wrong.

MARCH MEETING

At the March meeting of the District of Columbia Library Association, on March 13, the speaker was Dr. Philander P. Claxton, U. S. Commissioner of Education, who addressed the Association on "Some needed extensions of the public library." Before outlining the two needed extensions of which he planned to speak, Dr. Claxton spoke forcefully concerning the importance of reading. Without good reading no people, no individual, can attain to any high degree of culture. General Grant

once said that the best man is ten men incorporated in one, but we may go further, and say that the best educated man is one thousand men incorporated in one, for to be truly cultured he must have consumed and assimilated the best in all the great minds of the past. This can be done only by means of the most remarkable miracle in all the world, the power with which we can take up printed sheets of paper and by means of them awaken the dead, obliterate all space and time, and enter into the thought and feeling of the great writers of the past far more fully than their contemporaries could. After the school years are over, a child will forget most of the facts which he learned from his text-books and his teachers, unless he continues his studies. And unless children form the habit of good reading before they leave school, it is not likely that they will develop into educated, broad-minded, cultured men and women.

The most important thing, therefore, that can happen to any human being is to learn to read, to form the reading habit, and to be wisely guided till his taste is formed. Further extension is needed in the work of reaching the boys and girls. The children must be brought into the closest possible contact with the library, and librarians must see that they read the very best kind of things. There is still too much reading of "wishy-washy" books and of books giving brief selections from great writers, with all the good and truth and beauty taken out—a sort of sawdust or ashes kind of books. Experiments have proven that the majority of children like to read the best books if they are introduced to them. Paraphrasing Browning, Dr. Claxton said, "In a child's library each book should exceed his grasp, or what's a heaven for?" We should introduce the children to the great classics before they can fully comprehend them, and in this work the story-teller has the greatest influence. The best way to awaken the child's interest is through the ear, rather than the eye, and the commissioner expressed his hearty sympathy with the story-telling movement which is spreading so rapidly. All children's librarians should be well-fitted and trained for appealing to the children through the story-hour.

Extension of the present library movement is needed also in establishing more branch libraries, in the cities and in the country. The closest, most vital connection is needed between the library and the schools, and there should be coöperation between them in the purchase of books. Travelling libraries, that come and go, are not the best kind of library. In every school there should be a fixed, permanent collection of the very best books, that the children may have access to them at all times, year after year. The same weakness is apparent in the travelling library method of supplying rural districts.

Every county in every state, Dr. Claxton said, should have at least one central, county library, with smaller branches reaching out

from it, as many as may be needed to supply the people. As a rule people living in the country will read more books than the residents in the cities, for they have more leisure and fewer distractions, and as a rule they will read better books. In every county where there is a large town, the town library should receive some financial support from the county, so that the collection of books in the town library may be the property of and accessible to the town and the county alike. In counties where there is no large town there should be a county library at the county seat, with branches established at the important cross-roads settlements. When these things come about, our best-read people will be found in the country. They will be the people who have read the most and the best, and who have best digested what they have read. The ultimate result would be to elevate the standards of life among the people, to create a new and higher kind of civic life, and a new and cleaner kind of politics.

Dr. Claxton closed with an urgent plea to librarians everywhere to strive for further extension of their work. Though recognizing the great progress which has already been made and is now going on, the commissioner emphasized again the need of more missionary work. In the cities we need further extension, that a higher per cent. of the people may be reached; in the rural districts people are hungry for good reading, and it should be made accessible to them. A great propaganda is needed in behalf of library extension in the cities, and especially in the rural districts, and Dr. Claxton expressed the wish that there might be in the Bureau of Education five or six assistants, to devote their time to doing all that could be done by the bureau to aid in such a propaganda.

After the commissioner's address, Mr. George F. Bowerman spoke in appreciation of the commissioner's views and of the work being done under his direction. Librarians are willing and eager, Mr. Bowerman said, to respond to the need for extension set forth by Dr. Claxton, but greater funds are needed. Speaking for the Public Library of the District of Columbia, Mr. Bowerman said that many of the things urged by Dr. Claxton are now being done, and the amount of future progress depends only on the means provided. Following Mr. Bowerman, Mr. Ernest Bruncken spoke briefly of the work now being systematically carried on under the county library system in California, and hoped that other states might soon follow the example there set.

C. SEYMOUR THOMPSON, *Secretary*

MASSACHUSETTS LIBRARY CLUB

The 77th meeting of the Massachusetts Library Club was held at Chelsea, Thursday, Jan. 25, 1912, with an attendance of about 150 people.

President Belden called the meeting to order at 11 o'clock and introduced Hon. Eugene F.

Endicott, chairman of the Board of Trustees of the Chelsea Public Library, who gave the address of welcome.

The first act of business was the amendment to the constitution of the club concerning dues. On the motion of Mr. Ayer, the amendment was adopted as follows, the changes being in italics:

Article 6. Dues.

The annual assessment shall be fifty (50) cents. There shall be an admission fee of fifty (50) cents. *Members whose dues remain unpaid for two years shall cease to belong to the club.*

A letter from Mr. Wellman was read extending on behalf of the directors of the City Library Association a cordial invitation to hold the spring meeting of the club in Springfield.

A further notice read will be of particular interest to librarians who care for works of genealogy. Mr. George K. Clarke, 70 Kilby street, Boston, has 30 copies of a book entitled "The descendants of Nathaniel Clarke and his wife Elizabeth Somerby of Newbury," Massachusetts. 1902. 468 pp. Until the 30 copies are exhausted a copy will be sent to any library that will pay the postage of 22 cents.

Mr. Belden read the following tribute:

"It is fitting that in the program of the day tribute should be given to the memory of the late librarian of the Manchester Library, Delucena L. Bingham, who died at his home in Manchester-by-the-Sea on Jan. 16, 1912, aged 97 years and two months. Mr. Bingham was a member of long standing in this club. At the time of his death he was the oldest active librarian in the commonwealth, if not in the world. Nearly eighty years of his life were given to serving the library of his native town. Eager to learn, anxious to keep abreast of the development in the library world, devoted to the interests of his public, he embodied the commendable qualities of the faithful servant and gentle librarian."

The following committee on nominations for officers of the club for 1912-13 was named: Mr. Drew B. Hall, Somerville, chairman; Mr. Hiller C. Wellman, Springfield; Mrs. Grace M. Whitmore, Hudson.

Mr. Tripp moved that the club go on record as adopting the following resolution:

"Resolved, That the Massachusetts Library Club respectfully requests the publishers of the 'Readers Guide to Periodicals' to remove from the list of magazines indexed the *Cosmopolitan Magazine*."

The motion was carried unanimously.

The third number on the program was the unanimous report of the Committee on coöperation between Massachusetts library clubs and the Free Public Library Commission, reprinted in the March LIBRARY JOURNAL.

After this there followed ten-minute talks on the history and work of five library clubs of Massachusetts. In four cases the club was

represented by its president and in one case by its secretary.

The Western Massachusetts Library Club was formed in June, 1898, in response to a circular letter sent out to 50 libraries in western Massachusetts, and signed by W. I. Fletcher and J. C. Dana. The club has had three meetings a year, and early in its history much was made of the institute idea, these institutes being in the nature of round-table neighborhood gatherings, which discussed the most practical kind of problems which the small library has to face. Another characteristic feature has been the "open-house," kept, at the suggestion of the club, by large libraries in the section one day in the year as an opportunity for librarians of small libraries to make observations and get help.

The Berkshire County Library Club was organized in January, 1911. It was first intended to hold meetings every two weeks throughout the winter months, and to pattern them after the staff meetings of large libraries. This plan was followed during the winter and spring of 1911. This year it has been voted to hold the meetings once every month, beginning in December and continuing through April. As each meeting of this club is held in a different town, it is intended as far as possible to make some part of the program of general enough interest to advertise the library and benefit the town in which it is held.

The Bay Path Library Club was the pioneer among the local clubs, being started in June, 1898, one week before the Western Massachusetts Library Club. Two meetings a year have been held, and the club has sought by these meetings to promote relatedness between public libraries and their communities. It has, therefore, been the policy before each meeting to write to the local librarian to learn what subjects would be most pertinent in that particular town. The inner problems of the librarian have not been neglected, however, and have been discussed in round-table sessions at the meetings.

The Southern Worcester Library Club was formed in Hopedale, March 1, 1906. The club has held 14 meetings in 10 different towns, extending from Ashland and Westboro on the north to Bellingham and Uxbridge on the south. The attendance has varied from 75 to the original six. There are no dues, but the library or librarian entertaining the club bears the expense of the meeting, which usually consists of the carfare of the principal speaker and the postage of the notices.

The Cape Cod Library Club is now in its 13th year, and has 111 members from about 25 libraries. One custom has been carried out each successive year, to the benefit of the individual and eventually the entire membership—that of sending delegates to the various state meetings and, in some cases, to the meetings of the American Library Association. In each instance the club has met the expenses incurred

by the trip. At the annual meeting reports of these conferences are read, and prove an important part of the program. On one occasion an interesting feature was the roll-call, responded to by the librarians, each one giving a short account of any special line of work followed during the year. The responses were both varied and suggestive.

Discussion brought out the fact that there were other library clubs not given a place on the program. Miss Chandler reported that the Northern Middlesex Club had been meeting informally for about four years. Mr. Moulton said that he hoped to get some kind of informal organization started in the vicinity of Haverhill, and some one else told about a Plymouth County Club which is not yet in really working order.

Any one desirous of consulting the constitution, programs of meetings, list of members, etc., of the older clubs can find them in the "Handbook of the library clubs of Massachusetts," issued by the Massachusetts Library Club, 1904, a copy of which will be sent to any one by the secretary of the Massachusetts Library Club.

A paper of great interest on the year's work of the Free Public Library Commission was next given by Miss Zaidee Brown, agent of the commission. In giving an idea of present conditions and needs of libraries in the state, Miss Brown showed the large number of small libraries, their weakness as income lessens and their possibilities with adequate resources. This was most effectively done by means of a chart which showed in groups the percentage of libraries with various incomes and the percentage in each group with noticeably high or noticeably low circulation, since in a very general way the use of a library is indicated by its circulation. The kinds of work carried on by the Commission were shown to be gifts to libraries, coöperation with library meetings, visits to libraries, instruction in library administration and assistance in reorganizing, and answering numerous requests for information. One way suggested to develop acquaintance between the larger library and its neighbors is to open the library to them especially on some day, send invitations to the librarians, and have people ready to show them about and answer questions. An invitation to look over a well-selected collection of juvenile books, for instance, with the children's librarian would be of decided help. People prefer to take the advice of some person, rather than to use printed lists or directions, however valuable. The Commission is building up a considerable collection of lists and other library aids for use in library exhibits and to use in answering requests for information, and its aim is to make smaller libraries as efficient as possible under present conditions, thus proving their value to the community, and to stimulate local movements for larger incomes. Miss Brown referred librarians to the forthcoming report

of the Commission for a full description of its work.

The afternoon session was given over to consideration of work with foreigners, and the program was opened by Miss Dorothy Hopkins, of the Library Clubhouse, Hull street, Boston, who read a poem entitled "The scum o' the earth," by Robert Haven Schauffler, published in the *Atlantic Monthly* for November, 1911.

The main paper was given by Miss Marguerite Reid, of the Foreign Department of the Providence Public Library. Miss Reid spoke with great enthusiasm of her work with "Our new Americans." In her department are about 7500 volumes in 17 foreign languages. Each literature is kept separate and contains the classics for those who can never learn to read English easily. The literary taste of some foreigners, the Italians, for example, seems to be above that of the native American. The Italian barber reads Dante with avidity, and is more familiar with Shakespeare than many of us. The Italian prefers poetry and drama to fiction, and enjoys the picturesque in literature, books of travel, and fairy tales. For those who are trying to learn English, the library has inter-lingual grammars and reading books that are prepared especially for the adult immigrant with a vocabulary of trade terms that will help him in business. There are books on American civics, history, and travel to help the new citizen and explain the fundamental principles of our government. Books of this sort are being written in the foreign languages in simple fashion, but their production does not keep pace with the demand. Leaflets printed in foreign languages and explaining the use of the library are distributed at the registration desk, the night school, and clubs. Miss Reid mentioned many aids in forming collections of foreign books, and spoke of the excellent articles in the *Encyclopædia Britannica* on foreign language and literature. In transforming the newcomers into useful and law-abiding American citizens the public library has an important place. It helps in adding to their enjoyment of life, and for that reason assists in making them better citizens by keeping open avenues of culture to the adults, hungry for literature in their own language, and by offering knowledge of America through the medium of their own tongue.

Reports of several librarians in centers of foreign population comprised the rest of the program.

Miss May Ashley reported that in Greenfield the local chapter of the Daughters of the American Revolution was engaged in the education of the adult Polish people, and that the work was carried on in the lecture hall of the library; also that the school libraries in the district schools were equipped with books and papers in French and Polish for the home use of parents.

Mr. H. H. Ballard, of Pittsfield, is doing in-

teresting work among his Italian constituency. From the New Jersey Immigrant Society he procured, without cost, a large number of copies of Prof. Ellis's "Guida per gli Immigranti Italiani" for free distribution. This book treats of United States history, government and laws, state government, rights of voters, education and religion. From the North American Civic League, Boston, copies of "Messages for newcomers" were bought for five cents each. The catalog of F. Tocci, 520 Broadway, N. Y., proved especially helpful. A leaflet in English and Italian containing the sentences most necessary to library business was prepared for the use of attendants, and a teacher was brought to the library to give all members of the staff necessary instruction. The employment of assistants of different nationalities is under consideration. Arrangements are made with large companies by which they make themselves responsible for any unpaid dues or damages on the part of their employees. The first visit to the library of a stranger is an occasion of joy, and he is started on his library life with the least possible red tape.

Mr. O. C. Davis, of Waltham, said that his city has an unusually large number of foreigners who use the English language easily, and that everything was done to make this type of man feel at home in the library. The one who cannot read or speak English realizes that he is handicapped in earning a living, and the result is that he is eager to learn and responds freely to offers of help; but the English-speaking foreigner has no such incentive and easily drifts away from library influences.

Mr. G. E. Nutting, of Fitchburg, reported among other things that Mr. Dana's "Printing exhibit," illustrating the Correspondence Course of the Typographical Union, was of special interest to the Finnish printers in his city.

Finally, Mr. G. H. Tripp, in his usual ready manner, told about his work among the French and Portuguese of New Bedford, and showed a carefully compiled list of French books and another one of books in the Yiddish language.

In the few moments left for discussion Miss Quimby, of Winchester, said that her Italians wanted books in easy English, and that she gave them graded readers. Miss Loring reported that the Irish of Beverly were taking a great interest in the Celtic revival.

Just before closing the report from the Committee on reinforced bindings, held over from the New Bedford meeting, was given by Mr. Ayer, the chairman of the committee. He read a letter from Mr. A. L. Bailey, chairman of the committee of the American Library Association on reinforced bindings, and said that this letter expressed the experience of his committee.

Mr. Bailey wrote that the experiment of issuing new fiction and juvenile books in reinforced bindings had proved almost a failure, as publishers were unable to anticipate the demand and librarians had not properly sup-

ported the scheme. Reinforced binding is a good thing, however, and if rightly advertised will be used more and more. The movement has been instrumental in making publishers realize that stronger bindings are desirable. Better bindings are now being used on some reference books, as the *Encyclopædia Britannica*. The new edition of the *Century Dictionary* will have the strongest binding that it is possible to give a machine-sewed book.

The club was asked if there were any further work for the committee to do, and as there seemed to be none, the committee was discharged. It was moved by Mr. Green, and the motion was carried, to extend a vote of thanks to Miss Simpson and to the trustees of the Chelsea Library for the hospitable treatment received at their hands.

The meetings were held in the Universalist Church, and luncheon was served in the vestry. During the noon intermission opportunity was taken to inspect the new library building.

The annual dinner, held this year at the Exchange Club, Boston, was attended by 109 people, who enjoyed an excellent dinner. Two most happy after-dinner speeches, made by Mr. Arthur D. Hill, of the Social Law Library, Boston, and Mr. Edward Sandford Martin, of *Life* and *Harper's Weekly*, proved a fitting climax to a very successful winter meeting.

LAILA A. McNEIL, Recorder.

TENNESSEE LIBRARY ASSOCIATION

The annual meeting of the Association was held at Nashville, Jan. 10, 1912. The opening paper was read by Miss Alice Drake, librarian of the Free Library at Jackson, on "The library and the community." Miss Bloomstein gave an entertaining and helpful paper on "The college library."

No feature of the program was more thoroughly enjoyed than the paper by Mrs. Pearl Williams Kelley, state organizer for the State Library Commission, on "What the Tennessee Library Commission means to do." She spoke of the library that will be built at the main prison by the prisoners themselves, the bricks from which it is to be constructed being made by the men.

Miss Mary Hannah Johnson gave an informal talk, in which she emphasized the great importance of the cooperation of the public school and the public library, saying that this cooperation is absolutely necessary to get the best results. Miss Johnson spoke of the library institute that was held here last spring, and of its far-reaching results. She offered a resolution, which was unanimously adopted, recommending that a summer library school of six weeks' session be established under the auspices of the State Library Commission. Miss Johnson's idea is that this school could best be conducted in connection with a summer school, possibly at Knoxville or Sewanee.

The following officers were elected: Honorary president, Miss Mary Hannah Johnson, Nashville; president, Mr. G. H. Baskette,

Nashville; first vice-president, Miss Lucy Fay, University of Tennessee; second vice-president, Miss Alice Drake, Jackson; secretary and treasurer, Mrs. Pearl Williams Kelley, Nashville.

WISCONSIN LIBRARY ASSOCIATION

The twenty-first annual meeting of the Wisconsin Library Association was held at the Janesville Public Library, Feb. 21-23, 1912. The meeting was one of the most inspirational in the history of the association and showed the largest attendance, the paid membership reaching 112. The keynote of the meeting was "The library as an educational and civic force."

The Wednesday evening meeting opened with music by the Janesville Symphony Orchestra. Miss Lutie E. Stearns, of the Wisconsin Free Library Commission, gave a summary of the books of 1911. With characteristic force, Miss Stearns selected from the eleven thousand books which have come from the press this past year those of particular value, and pointed out their excellence. Miss Stearns' talk was followed by a selection by the Lotus Male Quartette.

"Books to read for pleasure" was presented by Miss Mary Emogene Hazeltine, of Madison. Miss Hazeltine discussed a few books peculiarly enjoyable, and closed with: "After all, whether a book is read through rapidly for the appeal of the plot, whether it is read more slowly for the charm of its style, whether it is read as a whole or only in part . . . the point is—does it give pleasure, is it a joy of anticipation to take it up, a joy fulfilled to put it down, a lasting joy to remember?"

The program of the evening closed with dramatic readings from the modern Celtic drama by Dr. and Mrs. Reuben Gold Thwaites, Mr. and Mrs. Jillson and Mr. M. S. Dudgeon.

The program was followed by an informal reception in the children's room of the library, given in honor of Dr. Thwaites and his associates.

The Thursday morning session was opened by Miss Mary E. Carpenter, of Madison, in a round-table discussion, "Librarian's tools and library literature." The librarians were invited to look over the material there for exhibition between sessions.

The regular session began at ten o'clock. Hon. J. C. Nichols, Mayor of Janesville, welcomed the association and expressed his appreciation of the value of a library as a most important factor in the education of the masses.

In his response to the Mayor's address, Mr. M. S. Dudgeon, of Madison, brought out the point the library is not a luxury, but a great educational institution. Its big work is to furnish aid to the workman—aid that will make for efficiency. The library should not serve the idler as such, but should furnish recreation and inspiration to the worker.

The president's address was delivered by

Judge C. C. Fifield, president of the library board and acting president of the association. He urged the librarians to take the suggestions they should gain from the association meetings and apply them to their local conditions. Judge Fifield suggested that there should be more care in the buying of books. Librarians could advantageously visit second-hand book stores and auction sales. He also recommended for libraries full sets of bound magazines as the best source of research work.

A conference of teachers and librarians was opened by Mr. H. C. Buell, superintendent of the Janesville schools.

Miss Mary A. Smith, of the Madison Public Library, presented "What the library needs from the schools." This paper was so strong in its call for better coöperation between librarians and teachers that it will be published in the *Wisconsin Library Bulletin*, and also as separate copies to mail out at request.

Mr. Thomas Lloyd Jones, principal of the Madison high school, discussed "Opportunity of the public library to serve the high school." He told of the valuable assistance rendered to his own high school by the Madison Public Library. Madison is the first city of Wisconsin to give to the students systematic training in the use of the library.

Following this came a discussion by Miss Mary E. Watkins, assistant at the Madison Public Library, in which she deplored the lack of training of the high school students in the use of the library resources. She outlined the scheme which is being worked out at Madison.

Mr. Buell then called for a free discussion of possibilities for librarians and teachers working together to develop the children's love of good literature.

Miss Louise Encking, librarian of the Oshkosh Normal School, delivered a paper on "Teaching library methods in normal schools," in which she emphasized the importance of such a course to the students who are to teach children. Since the library is to be her chief auxiliary after she leaves school, she must know its resources. Miss Encking outlined the course given in the normal schools of Wisconsin. The librarian of the White-water normal, Miss Fanny Jackson, discussed this paper.

The session of Thursday afternoon, February 22, was opened by President Charles McKenny, of the Milwaukee Normal School, who gave a most inspirational address on "The book in education and life." He described the six lunettes in the Library of Congress, showing the evolution of the book. He said that, next to individuals, books have the greatest influence on the lives of men. The alphabet is the greatest invention of the age, and the second greatest invention of the human race is the printing press. The history of the book is the history of humanity. Every book is a result, springing out of the problem of life.

Mr. C. E. McLenegan, librarian of the Mil-

waukee Public Library, presented a very strong paper on "The library as an educational agency." He emphasized the fact that if we wish our libraries to be the great continuous means of education we must acquaint the school children with its resources.

Mr. C. B. Roden, of the Chicago Public Library, followed Mr. McLenegan with an address on "The library as a paying investment" (printed in full in the *Public Libraries*). "Everywhere," says Mr. Roden, "the eternal question, the supreme question: Does it pay? And when you ask us for dividends upon your investment (in the library), we point not to the counting room or the ledger, but to the influence of the library which has been invested in the minds of men and their children, and which will pay, and pay and pay again, even unto the end of the world."

Hon. W. H. Hatton conducted a trustees' meeting. Librarians and trustees discussed, informally, questions of mutual interest.

In the business meeting that followed, the president appointed the following committee on nominations: Miss Ada J. McCarthy, Miss Flora B. Roberts, Miss Caroline Voswinkel; committee on resolutions: Miss Mary E. Dousman, Miss Julia Rupp, Miss Nellie Myers.

Thursday, at six o'clock, the association was entertained at tea at the home of Mrs. A. P. Lovejoy, of Janesville. Here the librarians had the opportunity of meeting each other, and spent a social hour and a half.

Thursday evening, Mrs. Gudrun Thorne-Thomsen addressed the association on "The educational value of children's literature." Mrs. Thorne-Thomsen's greatest plea was the story for the pure joy that it brings the child. Only those, she says, who do not know children or children's literature will contend for the ethical value of the story. Great literature gives no particular lesson in ethics any more than the beautiful in nature. Tell the story as it is in its beauty and let the child interpret for himself, let him admire the heroic in it; let him hear, feel the glow and desire to imitate. As the story should not be used to teach ethics, neither should its purpose be to teach science or to teach good English essentially. The story takes a phase of life, puts it in order, enlarges the child's view of life's meaning. It stimulates the imagination and gives new images. Give the child so much of the best, the great and the beautiful, that he will grow up to understand and appreciate and to love only the best.

The Friday morning meeting opened with a business session. The nominating committee made the following report: President, Hon. W. H. Hatton, New London; vice-president, Lydia E. Kinsley, Janesville Public Library; secretary, Delia G. Ovitiz, State Normal School, Milwaukee; treasurer, Flora B. Roberts, Superior Public Library. Miss Ovitiz said that she would be unable to serve, and the report was referred back to the committee, which named Miss Julia Rupp, of Oshkosh,

in Miss Ovitiz's place. The report of the committee was then unanimously accepted, and the secretary was instructed to cast the ballot as read. In the absence of Miss Dousman, chairman of the committee on resolutions, Miss Rupp presented the thanks of the association for the many courtesies extended by the board of trustees, librarian and staff of the Janesville Public Library and all who had taken part on the program or assisted in any way in making a success of the meeting. The treasurer's report was read and referred to an auditing committee of two to be appointed by the chair. Miss Agnes Van Valkenburg's resignation as president of the association was read and accepted. Mr. M. S. Dudgeon moved that Miss Agnes Van Valkenburg be made an honorary member of the association. Motion carried.

Invitations for the next state library meeting from Wausau and Milwaukee were received. In view of the fact that the librarians met last year in Milwaukee and this year at Janesville, the association voted to accept the invitation of Wausau, feeling that the northern part of the state should have recognition.

The feasibility of a joint meeting of the Wisconsin State Library Association with the Wisconsin Teachers' Association was discussed, and it was moved and voted that the executive committee be asked to consider the advisability of such a plan and report at the next annual meeting. It was voted that a by-law be drafted asking that a copy of every paper read by a member before the association at its annual meeting be secured by the secretary before the close of the session, this copy to be filed with the proceedings of the meeting.

The question of the affiliation of the State Library Association with the A. L. A. was next discussed. It was voted that the general plan be approved by the association, the details to be worked out later by the executive committee.

"Advertising the library" was discussed by Mr. Paul Neystrom, of Oshkosh. Mr. Neystrom believes that the library is a business proposition, should be advertised as a business is advertised, and that only by so doing can the library be made a paying investment.

Miss Maud van Buren gave a talk on "Civic pride in the library," in which she maintained that civic pride in a library is the result only of good housekeeping in the library and interest on the part of the librarian in the wants of all its borrowers.

"The library and the foreign citizen," by Miss Flora B. Roberts, of Superior, showed the need of more material in foreign language. Miss Roberts said: "While in some cases supplying books in foreign languages may have retarded the acquisition of our language, it has hastened assimilation."

Miss Kate Potter, of Baraboo, then discussed "The library and the rural community," telling especially of her work with the Ringling Brothers' circus in winter quarters.

In "The library as a place of business," Miss Ada McCarthy, of Marinette, showed how the library should supply each workman special material on his particular line of work. The workingman must be made to see that it pays for him to use the library.

Miss Mary Calkin, of Racine, in her paper, "The library and its branches," maintained that the location of the branch is the all-important question.

"The library and university extension" was presented by Mr. George B. Averill, who is actively engaged in extension work for the University of Wisconsin.

"The library and municipal reference work," by Mr. Leo Tiefenthaler, of Milwaukee, showed the great opening work of the municipal library project.

The meeting closed on Friday afternoon with a round-table on "Possibilities for children's work in the small library," conducted by Miss Margaret Lathrop. The discussion included the following topics: (1) How may children's reading be guided? (2) what constitutes a good edition? (3) periodicals for the children's room; (4) method of reaching children through the school; (5) shall there be a story hour in the small library?

DELIA G. OVITZ, *Secretary*.

Library Clubs

CHICAGO LIBRARY CLUB

The March meeting of the Chicago Library Club was held Thursday evening, the 14th, at the Chicago Public Library.

Mr. W. N. C. Carlton read a paper on "The origin and character of the Icelandic sagas." Mr. Carlton traced the early history and heroic character of the hardy Norsemen who settled Iceland, sketched the social and political conditions during the first centuries following the settlement, and showed how these sagas had their origin in the stories of daring which grew naturally out of these conditions. Passed from lip to lip in Homeric fashion for generations these stories of heroes gradually assumed definite shape, until in the 12th and 13th centuries they were collected and edited by literary men in the form in which we now have them—prose narratives of historic or personal interest, simple, truthful, and almost modern in their realism and dramatic quality. Mr. Carlton briefly analyzed the plots of the four greater sagas, the *Njal*, the *Egil*, the *Laxdaela*, and the *Eyrbyggja* Saga, and that of one of the minor group, the *Saga of Erik the Red*. The paper gave a view of an interesting field of literature, doubtless new to most of those present. HARRIE EDNA BROOKE, *Secretary*.

LONG ISLAND LIBRARY CLUB

A regular meeting of the Long Island Library Club was held at the Prospect Branch of the Brooklyn Public Library on the afternoon of Feb. 15, 1912. The president, Mr.

Charles H. Brown, presided, and there was a good attendance.

A brief business meeting was held, at which eighteen new members were elected; the resignation of the secretary, Mr. H. W. Fison, was accepted, and his successor, Mr. Robert L. Smith, was appointed. Mr. Fison's resignation, due to his departure from the city, was accepted with regret and with appreciation for his valuable services to the Club in the past.

The program for the afternoon had been prepared with the purpose of showing the scope of some of the special libraries of the Borough of Brooklyn, and of making known the services which they can render to the general public. Each of the special libraries was represented by its librarian.

The library of the Museum of the Brooklyn Institute of Arts and Sciences aims, in the first place, to supplement the Museum collections. Fine arts and natural science are the chief subjects covered by its 20,000 volumes, and it is especially rich in archaeology, Egyptology, history of art, bibliography of natural sciences, and entomology. This library is a working collection, is prepared to assist specialists, and is also free to the general public for reference.

The primary object of the Children's Museum Library is to arouse interest in nature, but its collection of books contains works on history, biography, geography, and travel, as well as popular works on nature and science. It is free for reference, and is much used by teachers as well as children.

The library of the Long Island Historical Society has an interesting collection, consisting chiefly of history (general as well as local), rarities, manuscripts, and Americana. The recent additions, aside from those made from special funds, are largely local history and genealogy. The library was formerly open only to members of the Historical Society and their friends, but it has recently been made possible for other libraries to send readers there for a limited period of use. This library is for reference use only.

The library of the Medical Society of the County of Kings has 70,000 volumes on medicine and allied subjects, and is one of the largest medical libraries in the country. Its collection of books is of such a special character that, although general use (for reference) is permitted, such use is not greatly encouraged. The library owns, in addition to its reference collection, a collection of duplicates, which it loans to responsible borrowers (physicians, and other libraries).

The Law Library in Brooklyn has several collections of importance (foreign law, Roman or civil law, session laws of various states, etc.) in addition to its general collections. It is very cramped for space in its present quarters. The library is willing to help everyone coming to it, so far as its crowded quarters will permit, and to do as much for him as his

needs seem to require, consonantly with its duties to those who have first claim on its services.

EDITH M. POMEROY, *Secretary pro tem.*

PENNSYLVANIA LIBRARY CLUB

The third regular meeting of the Pennsylvania Library Club was held in the auditorium of the H. Josephine Widener Branch of the Free Library of Philadelphia on the evening of Feb. 19, 1912.

Dr. Edward J. Nolan, president, in the chair. One hundred and seventy-five members were present. After a motion to omit the reading of the minutes of the January meeting, the election of three new members took place.

Dr. Nolan, in a few words, presented the speaker of the evening, Mr. John Thomson.

Mr. Thomson gave a most enjoyable talk on "Anthony Trollope and his novels," giving a short account of his life and habits. Contrasting him with others as to their methods of writing, Trollope, as is well known, wrote 250 words every fifteen minutes by the clock, turning out an enormous number of books, and creating many characters which have become household words—the Warden Harding, Mrs. Proudie, the Uriah Heap-like Mr. Swope, the genial Mrs. Arabin and the King Lear-like Mr. Crawley. One of the great characteristics of his books is their evenness of style and absence of sensationalism, yet creating a solid interest in their readers. Trollope had no ecclesiastical forbears, and yet he wrote one of the best books on English cathedral life ever produced. Having very little parliamentary experience, his works, known as the "Parliamentary series," are most informative to any person who wants to know the methods of the ordinary life of a member of Parliament.

Mr. Thomson characterized "Orley farm" as probably the best of all his books, but also proved that one or two others were equally as good, and perhaps better. His doctrine was that the four great novelists of the last century were Dickens, Scott, Thackeray and Trollope.

At the close of Mr. Thomson's address, an informal and thoroughly enjoyable reception was held, lasting until the hour was late.

JEAN E. GRAFFEN, *Secretary.*

SYRACUSE LIBRARY CLUB

According to its constitution, which requires seven meetings a year, the months of December and June to September, inclusive, being omitted, the club, since its last report in the JOURNAL, has met November 17, January 19, and February 21. On November 17, Prof. Irene Sargent, of Syracuse University, lectured on "The evolution of the illuminated manuscript," tracing the art from Byzantium to the monks of Ely and St. Columba, and its gradual elaboration down to the invention of printing and for a short while after. Manuscripts and facsimiles of manuscripts from

the public and the university libraries were exhibited in connection with the lecture.

At the January session, Miss Lutie E. Stearns gave her lecture on "The library as the greatest factor in community unity." A social survey having just been completed in Syracuse, the club tried to take advantage of the awakened interest to give the public a few points on the potentialities of a free library for the general good. Circulars were sent to social and charity workers, and an audience of between 75 and 100 heard the lecture. Miss Stearns' chart, showing for a New York state village the participation of each family in the several social organizations, e. g., church, Sunday school, grange, lodge, etc., including taking books from the library, illustrated her points well.

A lecture of refreshing literary flavor was the entertainment on February 21. The speaker was Mr. Paul M. Paine, literary and dramatic editor of the *Syracuse Post-Standard*. The subject, "Heroes and heroines," was handled largely in the phase of the child's imaginative life projected into his play and actions. Fascinating examples in literature by, for example, Lewis Carroll, Kenneth Grahame, William Canton, etc., were matched by a no less racy example of the small boy who fought ogres and giants in the shape of his grown-up chum's shoes and overshoes, and who was a mighty hunter of elephants and tigers among the small gray house mice.

EDITH E. CLARKE, *Secretary-Treasurer.*

Library Schools and Training Classes

CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

Dr. Austin Baxter Keep lectured, on February 23, on "Colonial libraries."

Mr. Henry E. Legler gave the following lectures on March 5 and 6: "Extension work of the Chicago Public Library," "The child and the library," "Poetry for children," "A shelf of children's books."

Miss Mildred Subers, a graduate of Drexel Institute Library School, has entered the Training School as a special student.

CHAUTAUQUA LIBRARY SCHOOL

The twelfth annual session of the Chautauqua Library School will be held July 6-August 17. Dr. Melvil Dewey will be the general director of the school. Mary E. Downey, library organizer of Ohio, will be resident director. Sabra W. Vought, assistant organizer of Ohio, and Alice E. Sanborn, librarian of Wells College, will be general instructors.

The course of study is general, and is designed for librarians and library assistants who cannot leave their work for the extended course offered in the regular library schools, but who can get leave of absence for six weeks of study to gain a broader conception

of their work and a general understanding of modern methods and ideals. This course, especially planned to accomplish the most possible in six weeks, is as follows:

Library Administration.—The course in library administration includes thirty lectures on the following subjects: Evolution of the library, Library training, Noted library workers, Library commissions, Developing a library, Reorganizing a library, The library trustee, The library staff, Reading of the librarian, Values in library work, Simplifying routine work, Library building and furnishing, Care of the building and grounds, The maintenance fund, Library supplies, Book selection and buying, Preparing books for the shelves, Uses of periodicals, Special collections, Work with children, Work with schools, How to use a library, Picture bulletins, Advertising a library, Local library extension, Township and county libraries, Library reports and statistics. Miss Downey.

Cataloging.—Eighteen lectures, with practice work in cataloging one hundred books from selected lists, illustrating the salient points of a dictionary catalog for a popular library. The revised cards are filed by the students and furnished with guides, thus making for each a sample catalog of one hundred books. Lectures and practice work are also given on the use of Library of Congress cards. Each student orders from the Library of Congress the cards for ten books; these are filled out and filed with the practice catalogs. Miss Vought.

Classification.—Twelve lectures in the use of the Decimal classification, with practice work in assigning numbers to about two hundred books, which present problems usually met in a popular library. The assigning of headings for a dictionary catalog is taken up in connection with the classification. Miss Vought.

Bibliography.—Lectures are given on the national, trade and special subject bibliographies in most general use. Miss Sanborn.

Accession.—Each student accessions a number of books, and retains the sheets after revision. The subjects relating to this department are taken up with lectures and practice in the detail work. Miss Sanborn.

Shelf-list.—Special lectures in shelf-listing, with practice work. Miss Sanborn.

Loan Systems.—General principles of loan systems are taught. Students receive printed outlines of typical systems, which are discussed with special instruction in those most used. Miss Sanborn.

Reference Work.—The course includes eighteen lessons in the use of reference books. Questions are given out on which the students report answers, with the sources of information, which are compared and discussed. The Patterson Library is used for laboratory work. Miss Sanborn.

Bookbinding and Mending.—Lectures outlining the process of binding a book. The class visits the arts and crafts department. Sam-

ples of binding materials are shown, with explanation as to strength, durability, appearance and cost. Samples of mending materials and tools are exhibited, with practical suggestions on mending books. Miss Sanborn.

The work of the staff is supplemented by special lectures from time to time, and by the regular Chautauqua program, which offers during the whole six weeks of the school a series of lectures, concerts, readings, discussions and other entertainments and facilities that have made a reputation elsewhere unequalled. Many of the great leaders of American thought speak from its platform, and not a few of the strongest men and women of other countries. The whole atmosphere of the place cannot be surpassed as a six-weeks' home for the average librarian or assistant, who will profit greatly by this unique Chautauqua life.

The Chautauqua and Westfield libraries and books from the New York and Ohio traveling libraries are used for reference and practical work. Visits are made to the Buffalo, Niagara Falls and Jamestown libraries and to the Art Metal Construction Company.

So fine a spirit of faithfulness, enthusiasm and goodfellowship prevail that much is accomplished, in six weeks. Strenuous class work is supplemented by relaxation through the unsurpassed attractions which Chautauqua affords, and by occasional social festivities.

Many visiting librarians, trustees and others interested in library work attend special lectures and consult in regard to library matters, making this feature a very helpful part of the work.

The object of the course is to raise the standard of librarianship. It is open only to those who are already engaged in library work or have definite appointment to library positions. There are no entrance examinations, but no one is accepted who has not had a high school course or its equivalent. Experience in library work, usually of not less than a year, is essential to the understanding of the technical instruction given. No one is admitted to the class who has not previously filled out a registration blank and received the official matriculation card. The class is limited to the number that can be given satisfactory instruction and supervision.

Early application should be made to Mary E. Downey, Outlook Building, Columbus, Ohio.

COLUMBIA UNIVERSITY SUMMER SESSION — LIBRARY ECONOMY

Three courses, bibliography, administration, and cataloging and classification, are offered to librarians, library assistants and teacher supervisors of school libraries, July 8-August 16:

Bibliography.—Miss Isadore G. Mudge, reference librarian, Columbia University, Lectures and research work in reference literature. Lectures on "The making of a bibliography" and "Incunabula" will be given by Mr. Keogh;

"National bibliography," by Miss Keller; "Book printing," by Mr. John Cotton Dana; "Prints," by Mr. Frank Weitemkamp; "Maps," by Mr. Frederick C. Hicks. The bibliographies of special subjects, the best books, manuals, etc., will be given by professors of the university.

Administration.—Mr. Andrew Keogh, reference librarian, Yale University; Mr. Frederick C. Hicks, assistant librarian, Columbia University; Mr. Gilbert O. Ward, supervisor of high school libraries, Cleveland, Ohio. The administration of university and college libraries by Mr. Keogh; the administration of the departments of a university library by Mr. Hicks, and the supervisors of the departments of Columbia University Library; the administration of school libraries, with special reference to the high school library, by Mr. Ward. The course will include two lectures on "The Normal College Library," by Miss Ida Mendenhall; "The library and the Grade school," by Mrs. Adelaide B. Maltby; "The child's own library," by Miss Clara W. Hunt. Lectures on "The publisher and the child's book" will be given by Mr. Montrose J. Moses, and "The American booksellers" by Mr. Frederick W. Jenkins.

Cataloging, Classification.—Miss Helen Rex Keller, Columbia University Library; Miss Sara L. Kellogg, reviser, Columbia University Library. Lectures and practice work in dictionary cataloging and decimal classification. Text books, the A. L. A. cataloging rules, 1908. A. L. A. subject headings, 1911 Dewey "Decimal classification."

The tuition fee for any course or courses is \$30, with a registration fee of \$5. Students will be permitted to take all the courses in library economy, or a combination of courses selected from this subject and other departments of the summer session, aggregating not more than 6 points.

For complete statement of courses and all particulars, write for announcement of the summer session to the secretary of Columbia University, New York, N. Y.

DREXEL INSTITUTE LIBRARY SCHOOL

The monthly library visit for February took the school to Wilmington for a most interesting afternoon in the Wilmington Institute Free Public Library. Mr. Bailey sketched the history of the library, showing the results of its change from a semi-private to a public library, and explaining the unique features in the methods by which the city provides for the financial support of the library. The class was then shown the different departments of the library in action, and finished the afternoon with a visit to the "Old Swedes" church.

On Thursday, March 7, Mr. Legler gave an illustrated lecture on "The extension work of the Chicago Public Library." This was the first lecture from the interest of the "Alice B. Kroeger Memorial Lectureship

Fund," and graduates, living in or near Philadelphia, were invited to attend.

The whole class was present at the meeting of the Pennsylvania Library Club, on February 19, when Mr. John Thomson read a paper on Trollope, and they also attended the Atlantic City meeting from March 8-10. As usual, a Drexel reunion was held there, the graduates and the present class meeting at dinner at the Chelsea on Saturday evening.

Another pleasant feature of the Atlantic City meeting was the reception given to the class on Friday at the Atlantic City Public Library by Miss Alvaretta Abbot, Drexel, 1899, whose niece is a member of the class of 1912.

The class in public documents made a visit to the document division of the Free Library of Philadelphia, at the Spring Garden Branch, on Tuesday, March 5. To facilitate the examination of the collection, the class was divided into sections, each of which spent about two hours in the document division. This collection enabled them to see the arrangement of a depository collection by serial number, and also department publications, arranged by departments. Each student practiced finding material on the shelves by the aid of the document catalog and other indexes, and was able to observe the change from the old "sheepbound set" to the "library edition." The forerunners of the *Congressional Record*, the "Annals of Congress," "Register of Congressional debates," and the "Congressional Globe" were noted, and the bulky volumes of the Patent Office, the "Specifications and drawings," and the *Official Gazette*, were handled by each student. In this short visit it was impossible to examine the important collection of state publications which this library contains.

The school pamphlet for the year 1912-1913 has just been issued.

GRADUATE NOTES.

Edna Stone Stewart, Drexel, 1910, has resigned from the children's department of the Brooklyn Public Library, to accept the position of head of the circulation department of the Osterhout Free Library, Wilkes-Barre, April 1.

Helen Louise Keller, Drexel, 1910, has resigned from the American Philosophical Library, to become librarian of the Independence Inspection Bureau, Philadelphia.

Mildred Subers, Drexel, 1911, has resigned from the Johns Hopkins University Library, to accept a position in the children's department of the Carnegie Library of Pittsburgh.

Miss Lilian Kerr, Drexel, 1906, has been assisting in the office of the Massachusetts Free Library Commission since November, 1911. She is at present engaged in the re-cataloging of the Public Library of Winchenden, Mass.

Miss Lillian Evans, Drexel, 1911, has been

appointed branch librarian of the branch of the Wilmington Institute Free Public Library.

Hazel Irene Dayton, Drexel, '11, will enter the Osterhout Library in April as an assistant in the circulating department.

Rosalie V. Halsey, Drexel, '11, is the author of "Forgotten books of the American nursery," just published by Goodspeed.

INDIANA SUMMER SCHOOL

The summer school for librarians conducted by the Indiana Public Library Commission is to be free to Indiana librarians this year for the first time. The tuition fee of \$10, which has been required of all students in the past, will be required only of students who come from outside the state.

The course will cover briefly all the most important phases of library work. There will be a total of about 95 lectures and recitations, 20 on cataloging, 12 on classification, 10 each on administration, book selection, reference, and children's work, and 20 or 25 on minor and miscellaneous topics. As a general preparation, all students are expected to read Dana's "Library primer" and Bostwick's "The American public library." In the course on Work with children, at least 12 books must be read.

The instructors will be Miss Scott, Miss Williams and Mr. Milam, of the Commission, and Mr. Hepburn, librarian at Purdue University. As usual, the school is to be conducted at Earlham College, Richmond. The dates are June 26 to Aug. 6.

ILLINOIS SUMMER LIBRARY SCHOOL

Courses in library training will be conducted during the six weeks of the Summer Session of the University of Illinois beginning Monday, June 17, 1912, and ending Saturday, July 27. These courses are open only to librarians, library assistants, and those under definite appointment to such positions. They are not intended in any way as a substitute for any part of the regular two-year course of study, but they offer the advantages of a summer's study of library methods by those employed in library work who cannot spend as much as a full year or two in a library school. No credit for these courses is at present given toward the B. L. S. degree. The courses are planned in coöperation with the Illinois Library Extension Commission.

The two principal instructors will be Miss Florence R. Curtis, instructor in the Library School, and Miss Ione Armstrong, librarian of Fort Smith (Ark.) Public Library. These two will be assisted by Miss Eugenia Allin, of the Illinois Library Extension Commission; by members of the University Library staff and others, and by a reviser.

Students of the Summer School use the quarters and equipment of the regular Library School, and have all the advantages of the Summer Session of a large university, the general lecture courses, athletic affairs, etc., being open to all students. This arrangement also

makes it possible for high school teachers to take part work in the Library School and part work in other departments of the University.

Tuition is free to students registering from Illinois libraries. A fee of \$12 is charged to those entering from outside the state. Application blanks and further information will be furnished by the University of Illinois Library School, Urbana.

MISSOURI SUMMER LIBRARY SCHOOL

The Missouri Summer Library School, which was begun last year at St. Louis under the joint auspices of the Missouri Library Commission and the St. Louis Public Library, will be held during the coming summer at the State University, at Columbia, by coöperation of the university and the two bodies just mentioned. The principal instructors will be Mr. Henry M. Severance, librarian, and Miss Florence Whittier, assistant librarian, of the State University; Mrs. Harriet P. Sawyer, chief of the Instruction Department of the St. Louis Public Library; Miss Effie L. Power, supervisor of children's work of the same library; and Miss Elizabeth B. Wales, secretary of the Missouri Library Commission. It is expected that others will assist by delivering occasional lectures. The course offered to Missouri librarians will be six weeks in length, and will include the usual subjects taught in a summer school of this kind. It is felt that, as the school is now a regular feature of the summer instruction given at the university, it has been placed on a permanent footing, and the results in the way of raising the standard of librarianship throughout the state cannot but be of value.

NEW YORK PUBLIC LIBRARY — LIBRARY SCHOOL

The lectures for the last month of the winter term were as follows:

Feb. 28, Mr. Benjamin Adams, "Administration of a branch library system." On the same date, in the afternoon, Mr. William H. Brett, of the Cleveland Public Library, on that library's branches and stations.

Feb. 27 and 29, and March 5, 7, 13 and 14, Mr. William R. Eastman, of the New York State Library, on "Library buildings."

March 1, Miss Mary E. Wood, librarian of Boone College, Wuchang, China, on her experiences during the Chinese revolution.

March 4 and 11, Mr. Edward F. Stevens, of Pratt Institute Library and Library School, on "Copyright and net prices," and on "Book-buying," and on March 18, on "Technological collections in libraries."

March 12, Mr. Henry E. Legler, of the Chicago Public Library, on the "Knowledge and love of books," and on the "Affiliations possible for the city library system," a lecture illustrated by slides.

March 15, a complimentary lecture by Edward L. Tilton, the architect, on "Making library plans."

March 19, Dr. Henry Leipziger, on "Educational extension in Greater New York," illustrated by slides.

March 21, Mr. Edwin W. Gaillard, on "Work with schools."

Among the visitors of the month were recorded M. Nijhoff, of the Hague; Mrs. Elizabeth C. Earl, of the Indiana Library Commission; Misses Userud and Graarud, librarians from Christiania and Christiansand, Norway.

The social functions of the month were the teas in honor of Mr. Brett and Mr. Legler, and a birthday party tendered by the school to a member of the faculty.

The faculty of the school, with those graduates of the New York State Library School who are in the main building, tendered a luncheon to Mr. Eastman at the close of his course of lectures.

Miss Newberry, of the class, is engaged upon a bibliography of Maria Montessori and her new educational method, for the School department of the library, and Miss Furniss is assisting in the organization of the library of the Equal Franchise Association.

A party of eleven students, with the registrar, Miss Ross, as guide, will visit the libraries of Springfield, Worcester, Boston and suburbs, Providence and New Haven during the vacation week.

During the third term, one day per week is set apart for practice in accession work, shelf-listing, cataloging, classifying, labelling and pasting, the work to be done on the school collections, consisting of about 2000 volumes, 30 periodicals, and a large number of pamphlets.

Including this work, the weekly total of practice will be 24 hours. Monday and Friday mornings will be spent in the classroom and lecture rooms, and Thursday afternoon will be devoted to library visits.

MARY W. PLUMMER, *Principal*.

PENNSYLVANIA SUMMER LIBRARY SCHOOL

The Summer School for library workers will open its second year at State College on June 24 for a six-weeks' term in connection with the Summer Course for Teachers. In accordance with the regular policy of such schools, admission will be limited to those who are already in library work or are under written appointment to library positions. Experience shows that it is impossible for those without previous knowledge to keep up with those who have such knowledge; therefore only those with experience will be admitted to the full course.

Teachers who wish to take a course which will aid them in taking care of school libraries will have the opportunity of a thirty-hour course with Miss Conner, of the regular college library staff, and Miss Betterly, who is a specialist in library work with young people.

This school is not intended to take the place of a regular library school. It is not possible to give in six weeks what one could get in a

regular school with a course covering ten months. Those who wish to fit themselves to do general library work and to secure positions in other libraries than the ones in which they are at present engaged should take advantage of the regular schools, of which there are two in our own state. Drexel Institute, Philadelphia, has a library school which is under the direction of Miss June R. Donnelly, and there is a Training School for Children's Librarians connected with the Carnegie Library, Pittsburgh, of which Miss Sarah C. N. Bogle is principal.

No entrance examinations will be required, but the work will be such as needs the equivalent of a high school preparation, at least.

Credentials showing that the applicant either holds a library position or is under appointment to one must be presented with the application.

Tuition will be free to all residents of our own state; others will be expected to pay a fee of twenty dollars at registration.

For application blanks, text books and supplies needed, cost, etc., write to the Free Library Commission, Harrisburg, Pa.

COURSE OF STUDY.

Cataloging, including alphabeting, 15 hours; classification, including subject headings, 18 hours; reference, including bibliographies and indexes, 12 hours; accessioning, 1 hour; shelf-listing, 1 hour; book selection and editions, 6 hours; book buying and ordering, 2 hours; children's work, 6 hours; mending and binding, 4 hours; loan work, 2 hours; administration, including statistics, reports, etc., 3 hours.

Course for teachers, 30 hours. 18 lectures on "How to use the library," including reference books, use of catalog, etc. 8 hours' study of children's books. 2 hours on book buying.

Government documents will be specially dealt with under cataloging and reference work.

Instruction will be given in the form of lectures, with as much practical work as possible.

This course is given through the courtesy of the State College, in connection with the Summer Course for Teachers. All the sessions of the school will be held in the Carnegie Library Building. By courtesy of the State College, students in the Library School may take one subject in the Course for Teachers without additional expense. Students in the Library School will register at the office of the Summer Course for Teachers. This must be done on Monday, June 24. To accommodate those who arrive in the afternoon of that day the office will be open in the evening.

PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

A visit to the Newark Public Library is usually a feature of the series of library visits which takes place in the third term, but in view of Mr. Dana's approaching departure for

Europe, the class voted unanimously to devote Saturday afternoon, March 2, to a trip to Newark. After inspecting the library in small personally conducted squads, the class assembled in the art gallery, where Mr. Dana read a paper on Colored supplements, and discussed a number of art subjects. Tea was served in the beautiful staff room, and the class then visited the business branch, which is presided over by Miss Sarah B. Ball (Pratt, 1902).

Plans are being perfected for the annual trip, which will this year be made to visit the libraries of Philadelphia and Washington. The party will leave March 29, stopping at Princeton on the way to Philadelphia, where they will remain until April 1. A stop will also be made at Wilmington on the way to Washington, and at Annapolis on the return trip, April 8. Headquarters in Philadelphia will be at the Young Friend's Association, 15th and Race streets, and in Washington at 1827 I street, N. W.

ALUMNI NOTES.

Miss Edith M. Peck (1893), of the library staff of the Pratt Institute Free Library, has been granted a six months' leave of absence at Southbridge, Mass., during the absence of the librarian.

Miss Susan R. Clendenin (1901) has gone to Watertown, Florida, to catalog a large private library of Americana and other rare books.

Miss Marion S. Morse (1901), for ten years librarian of the Union Settlement Library in New York, has been made librarian of the public library at Millbrook, N. Y.

The School has just received a very thorough and scholarly civic bibliography for Greater New York, which was largely the work of Miss Catherine S. Tracey (1905 and 1906) and Miss Elsie Adams (1898). The volume was published by the Russell Sage Foundation.

The School had a visit recently from Miss Mary E. Wood, a special student of the class of 1907, librarian of the Boone College Library at Wuchang, China. Miss Wood was enthusiastic over the outcome of the revolution in China, and in thorough sympathy with the aims of the leaders of the new movement.

Miss Helen Sayer (1911) has been engaged as a substitute in the Pratt Institute Free library.

JOSEPHINE A. RATHBONE,
Vice-Director.

SIMMONS COLLEGE LIBRARY SCHOOL

A brief course in Portuguese is given this term for the first time to those library students offering three years of French and a year and a half of Spanish. The increased interest in Pan-American affairs has made this course desirable from the library standpoint.

In addition to the regular work of the

month, Mrs. Sara Cone Bryant Borst has given two lectures on "Story-telling," and Miss Laura M. Sawyer one on "Work in the Perkins Institution for the Blind."

GRADUATE NOTES.

Lucy M. Church, '08, has been filling a temporary position as assistant in the Public Library of Worcester, Mass.

Cora C. Goddard, '08, was married, February 24, to Karl Gerhart Perry, of Charlestown, W. Va.

Daisie L. Miller, '10, has been put in charge of the library of North Bennett Industrial School, Boston.

Ruth Shattuck, '10, has resigned from the charge of the children's room in the Free Public Library of Watertown, Mass., to assume a similar position in the Public Library of Salem.

Eleanor Lyman, '11, has become an assistant in the library of the Department of Agriculture in Washington.

Georgiana Lunt, A.B., '10-'11, has been appointed an assistant in the library of Arnold Arboretum, Jamaica Plains, Mass.

Mrs. Lucinda F. Spofford, special '10-'11, has resigned from the Public Library of Milton, Mass., to take charge of one of the branches of the Public Library of Somerville, Mass.

Ida E. Adams, ex '12, has been made librarian of the Public Library of Marshfield, Ore.

MARY E. ROBBINS.

SIMMONS SUMMER LIBRARY CLASS

Exercises will be held this year from July 9 to August 17.

UNIVERSITY OF CHICAGO—DEPARTMENT OF SCHOOL LIBRARY ECONOMICS

The winter quarter will end this month; examinations will be held March 21-23. The spring quarter will open April 1.

The course of forty lectures in children's literature, and story telling by Mrs. Gudrun Thorne-Thomsen has extended through the entire winter term. Several of the students have begun their story telling to children in the branches of the Chicago Public Library.

The course of forty lectures on children's literature, given by Miss Jessie Black in the autumn quarter, is now being repeated in the University of Chicago Correspondence Department, and also in the University College. The registration in both departments has been larger than anticipated, showing that there is a need for systematic study along this line.

The visits to various libraries and business houses in Chicago, which were begun in the early autumn, will continue throughout the year. One of the most profitable excursions was the afternoon spent in the University of Chicago Press, where the students had the opportunity to observe in detail the various processes employed in binding and printing. Preceding this visit, Miss Katherine M. Stillwell, head of the department of printing in

the School of Education, had given several lectures on printing and proofreading, and the students had visited the School of Education Press and watched the children printing.

Each student has done at least 120 hours of practice work in one of the branches of the Chicago Public Library. The work has been largely done in the Hiram Kelly, Lincoln Center and Blackstone branches. Next quarter each student will be given an assignment of practice work in another branch of the Chicago Public Library.

The following appointments have been received by the students in the class of 1911:

Miss Clara G. Sullivan has been appointed librarian of the Clyde Township High School.

Miss Mary Keeney has been appointed an assistant in the Tacoma Public Library.

Miss Tennessee Malone has been appointed librarian of the West Texas State Normal School.

Miss Alice Carr was married to Mr. LeRoy Giddings, of Oak Park, Ill.

IRENE WARREN.

UNIVERSITY OF ILLINOIS LIBRARY SCHOOL

The senior class began their regular month of field work on Feb. 5, assignments of one or two students being made to each of the following coöperating libraries: East Chicago (Ind.) Public Library; Galesburg Public Library, Decatur Public Library, Evanston Public Library, Rockford Public Library, Danville Public Library, Springfield Public Library, Jacksonville Public Library, Oak Park Public Library, and the John Crerar Library.

The students, in charge of Professor A. S. Wilson, assistant director, and Miss Florence R. Curtis, instructor, visited the libraries of St. Louis, Jacksonville, and Springfield, March 5-9, inclusive, and report a most profitable trip. One and all speak in terms of highest appreciation of the uniform hospitality of the libraries, the printing, binding, and engraving establishment, and the other institutions visited. Even the hotels and the travel arrangements were good, only the weather was bad. The itinerary was, in brief, as follows: Tuesday forenoon, St. Louis Public Library; afternoon, Crunden branch, Souard branch; in the evening the school were guests at a meeting of the public library staff. Wednesday forenoon, Woodward & Tiernan Printing Company; afternoon, Cabanne branch and Washington University Library; Thursday forenoon, Missouri Botanical Garden Library, Mercantile Library; afternoon, East St. Louis Public Library; Friday afternoon, Jacksonville Public Library, Illinois Schools for the Blind and Deaf; Saturday forenoon, Springfield Public Library, Lincoln Home, State Library, State Historical Library; afternoon, Supreme Court Law Library, Lincoln monument.

LIBRARY SCHOOL NOTES

The Library Club met March 13, at the home of Miss Simpson and Miss Price, and listened to a delightful talk on Dickens by Dr.

Baldwin, professor of English in the University. This was followed by a tableau vivant in which the juniors appeared in costume, representing a number of Dickens' characters. The latter part of the evening was given over to refreshments and dancing. About sixty were present.

Mr. W. S. Merrill, classifier of the Newberry Library, Chicago, gave two lectures before the school, March 18 and 19, outlining more fully his proposal made at the Los Angeles Conference, for a "Code for classifiers."

Mr. John B. Kaiser, assistant in charge of the economics departmental library, will give in April two lectures on Law libraries, two on Legislative reference libraries, and two on Municipal reference libraries.

Registration for the second semester includes one new student, Miss Sarah Hougham, B.S. '03, Kansas State Agricultural College.

ALUMNI NOTES

Miss Clara Gridley, P.L.S. '08, was married on Jan. 11, 1912, to Mr. Albert H. Helfrich. They will reside at 711 Overlook Boulevard, Portland, Oregon.

Miss Mary E. DeVol, 1910-11, is an assistant in the Carnegie Library at San Antonio, Texas.

P. L. WINDSOR, Director.

WESTERN RESERVE UNIVERSITY LIBRARY SCHOOL

NEWS NOTES.

On Monday evening, February 29, the students entertained the faculty of the school by the opening of an "ideal library." The school office was turned into a circulating department of a library, with its registration and charging desks. The stack was located in the lecture room across the hall. Many signs, giving valuable information, such as "How does this library do its charging?" "Up Browne," and "What made the *Publishers' Weekly*?" To see the readers guyed," were hung up around this "ideal library," and caused much merriment. Restricted books, new books just from the press, and selected lists for home reading were all satirized most cleverly. After the patrons had registered, drawn books, paid fines by "labor only," they were escorted to the study hall, attractively decorated in red, where dainty refreshments were served. It was altogether a very happy and merry occasion.

Several outside lecturers have been at the school this month. On the afternoon of the fourth, Mr. Legler, of Chicago, gave his very interesting and practical lecture on "How to increase the efficiency of the library staff." This lecture was enjoyed by a large number of invited guests.

The course in children's work closed with a lecture by Miss Annie Cutter, supervisor of school libraries of the Cleveland Public Library. She told of the school side as carried on by the Public Library, and conducted the class to a school library to show them the actual working out of the system.

The class in book selection has again this year had the pleasure of listening to Mrs. Hobart, librarian of the stations department of the Cleveland Public Library. She outlined the work of the Public Library with the factories of the city.

On the evening of the 8th the class gave a picnic spread, to which the faculty were invited, and an informal evening was much enjoyed.

BESSIE SARGEANT SMITH,
Acting Director.

Reviews

BIBLIOTHÈQUES, livres et librairies: conférences faites à l'Ecole des Hautes-Etudes sociales sous le patronage de l'Association des Bibliothécaires français avec le concours de l'Institut International de Bibliographie et du Cercle de la Librairie. Marcel Rivière et Cie, Paris, 1912. 275 p.

This course comprised nineteen lectures under the general title "Modern libraries," and was given during the school year 1910-11, under the immediate auspices of the new section, "Bibliothèques modernes," of the Ecole des Hautes études sociales. The lectures were meant (1) for that large part of the general public which, despite the recent very real library movement, is still ignorant of the many ways in which the modern library may serve society. Most people have but little exact idea as to which of the different libraries to go to for a particular purpose, or if so, they do not know how to find what it has and what they want when they get there.

(2) For serious students who must not only use libraries at every step, but to whom some knowledge of bibliography and the methods and equipment of a modern library are becoming increasingly essential.

(3) For librarians themselves for professional instruction, exchange and comparison of views and as possibly the first step in an organized professional instruction in France which may in time lead to regular professional examinations and credentials in library work.

Four of the lectures related to the publishing and sale of books. Of the other fifteen, eleven, with the following titles, are printed in this volume: (1) "Libraries and the public"; (2) "Inter-library loans"; (3) "How to use libraries"; (4) "The work of the Institut internationale de bibliographie"; (5) "The future of the book and of bibliography"; (6) "Scientific libraries"; (7) "The great Parisian libraries"; (8) "The public library in England and the United States"; (9) "Provincial and municipal libraries"; (10) "Commercial libraries"; (11) "Libraries of law and the social sciences."

Four lectures are omitted as already printed or to appear elsewhere. Their titles are: (1) "The decimal classification and scientific bibliography"; (2) "The practical use of the

decimal classification"; (3) "History of the dépôt légal to the law of 1881"; (4) "Present state of the dépôt légal: necessary reforms."

The volume is easy and interesting reading. The effect to popularize the subjects treated has been signally successful; the least so being perhaps the chapter How to use libraries, which is too largely a catalog of libraries, bibliographies and indexes. The account of English and American public libraries is frankly used as a peg upon which to hang a very earnest plea for similar institutions in France. The following quotation will show the extreme of popular emphasis upon the more striking and picturesque features of library work in the United States:

"Il y a donc des établissements qui ont charge non de conserver les livres, mais de les faire lire. Tous les moyens sont bons. Les journaux du jour sont sur les tables, le public fouille lui-même dans les rayons. Il ne peut pas se déranger? On va à lui. Les ouvriers à l'atelier reçoivent la visite du bibliothécaire qui prend les demandes. Ici on les dépose dans une boîte. Là, un chariot de livres se promène dans l'usine, offrant, montrant les nouveautés. Mais les campagnes n'auront-elles pas ces avantages? Vous avez entendu parler des Bibliothèques circulantes. Les chemins de fer établissent dans les déserts de l'Amérique des dépôts de livres. Une baraque, une tente suffit. Chaque année ajoute un truc nouveau à ceux inventés pour faire lire. Mais n'avez-vous pas peur que du Far West ou des mines de pétrole du Nord, les livres vous reviennent un peu détériorés? Eh! je n'accuse pas les nègres de n'être pas soigneux. Mais les enfants, croyez-vous, espérez-vous qu'ils le seront? Nous avons des public libraries pour enfants de tout âge. A ceux qui ne savent pas lire, des gravures, et une bibliothécaresse spéciale pour leur dire des histoires.

COUSSENS, P. W. One thousand books for children. Chicago, McClurg, 1911. 20+224 p. S.

A series of graded lists for boys and girls from eight to eighteen. Each section is arranged alphabetically by title, annotated, and, at the end of the book, there is an author and title index. Though including certain stories which can hardly be classed as children's "literature," the selection is, on the whole, good and up to date. The lists for boys and girls over fourteen are suggestive for libraries having intermediate departments. In addition to the lists arranged by age, there are subject lists of "Myths, fairy tales, legends, and folk-lore"; "Nature study"; "Science, handicraft, and reference"; "Bible stories"; "Poetry," and "Supplementary reading." The usefulness of the book is curtailed by the omission of publisher and price. In a few instances, the more desirable edition of a book is noted, but for the most part anyone using it as an order list would have to look up such information elsewhere. A. C.

FAXON, F. W. Literary annuals and gift books. Through a typographical error in the March LIBRARY JOURNAL the pages of this book were given as 29+14 p., instead of 29+140 p.

RICHARDSON, Ernest Cushing. Some old Egyptian librarians. N. Y., Chas. Scribner's Sons, 1911. 93 p. 12°.

The author has written a charming essay to furnish the modern benefactor of humanity, called librarian, pride and comfort. The first gift is a long row of ancestors. He has collected out of Breasted's translations a list of 27 "librarians," beginning about 3000 B.C. and extending through the whole of Egyptian history. Then, wishing to raise these worthy ancestors as high above the common Egyptians as possible, he attributes to "librarians" the keeping of copies of the divine oracles. To bring the librarian still nearer to the gods he finally speaks of "Thot" and Seshait as the "librarians" of the gods. Many an overworked modern librarian will feel grateful for this comfort from antiquity. I tremble playing here the part of the dry, joy-killing specialist who, with cold, merciless hand destroys the delight of such good people out of sheer pedantry. I must, however, state that Mr. Richardson has used great poetic license, especially in assuming *a priori* that in ancient Egypt "scribe" and "librarian" were synonymous. Those alleged ancestors are mostly clerks of the court, etc., not even keepers of the archives of the court. "The house of books" (read rather "of writing") means nothing but "the office," not the library. Prof. Richardson himself confesses (p. 2) to the above license. Not every reader will be able to follow his logic there or to apply it to every judge (p. 41) as being a librarian because he has law books, etc. But even if we should grant this, and thus gain some hundred "librarians," the famous archive of diplomatic despatches at El-Amarna cannot be called a library (p. 8). At least it is unjust to compare that business archive with the unique and wonderful library of King Ashshurbanipal at Nineveh, a collection in which an attempt was really made to collect all the literature and science of ancient Mesopotamia. The author has, I fear, the widespread idea that many such libraries existed in the ancient Orient, so that every larger temple was a kind of "university," representing in its library all knowledge of the land and age. Alas, this optimistic assumption cannot be substantiated. After the joyful excitement over the "temple library at Nippur" has subsided, we poor Philadelphians have learned that we must be more careful in transferring modern conditions to the ancient Orient. And thus little positive will remain of Mr. Richardson's ancestry I fear. We have very scanty knowledge of the libraries of ancient Egypt (p. 36, an archive), and no librarian has yet been found on the monuments. The writer's views on Egyptian religion are taken from the

late Lepage Renouf, and are, therefore, often very debatable, e.g., Seth (not "Set," which name exists as little as the widespread error "Thot" for Thout) is never represented as the father of ignorance; this carries a Christian idea of Satan into Egyptian religion. The views on oracles from a niche (75, 77) belong especially to the realm of poetic license.

But I repeat that I am sorry to make such pedantic remarks about such a charming little book. I even feel guilty of black ingratitude, because Mr. Richardson (p. 5) so nobly contends for the claims of the ancient Orient as against the present exclusive admiration of Greek culture. In the name of ancient Egypt and of justice, I thank him for this plea. Let us, however, beware of robbing the Greeks too much of their merits. Whatever they may have borrowed from the East, their philosophy was entirely their own, and in general they were the first to systematize science, etc. Let me finally acknowledge that Mr. Richardson has in a very laudable way confessed drawing from secondary sources, which he has quoted. I wish he would turn to the question of what we know of the keeping of archives, of literary documents, of the method of protecting the books, etc. May the goddess of truth ("Maat" she is called in this book) protect him and guide him in such a research, and may she also protect her worshipper, his pedantic critic, against the wrath of all those good people whose joy said hypercritic has tried to disturb!

W. MAX MÜLLER.

SAYERS, W. C. Berwick. The children's library; a practical manual for public, school and home libraries. New York, Dutton, 1911. 7+224 p. S.

As stated in the preface, the author has attempted in this book of some 200 pages to "systematize the fugitive information" contained in the many articles on library work with children which have appeared in both English and American periodicals. Beginning with an excellent chapter on "The essentials of children's books," he discusses the subjects of cataloging and classification, giving rules for the cataloging of children's books and a "Suggested simplified decimal classification," and then proceeds to the consideration of the children's department of a public library, its regulations and equipment, school libraries, lectures, story hour and reading circles, picture collections, library lessons, book selection, and the personal qualifications and training desirable for the children's librarian.

The book is written from the English standpoint, and applies more particularly to conditions in England, where the work with children is not yet fully recognized as an integral part of the public library. Some of the suggested regulations seem rather unnecessary; the rule, for instance, that while children may be allowed the free use of the reference room at any time, the lending of books for home

use should be restricted to one a week. But, on the whole, the volume is a very practical little handbook for the untrained worker, and is of interest to the trained worker for the light it throws upon English conditions. Under the chapter on Book selection, a list of "Guides to the selection of children's books" (which includes both English and American bibliographies) is given, and there is also "A selection of the 250 best children's books." This latter list consists almost entirely of English publications, and is intended chiefly for children from 9-14 years of age. As in any brief list of "best books," omissions will be noted, and the books, as a whole, would interest children who already have the reading habit, rather than those who have still to learn the joy of reading. The book concludes with a select bibliography of the subject and a good index. A. C.

WADLIN, Horace G., Litt.D. *The Public Library of the City of Boston; a history.* Boston, Mass. Printed at the library and published by the trustees. 1911. xx+236 p. O.

We like to believe that Boston still stands for definite standards in taste as well as for literary achievement. In "The Public Library of the City of Boston; a history," by Horace G. Wadlin, there is evidence of both. The severely plain binding, with a label on the back to bear the title of the book and the beautiful seal alone on the front cover, promises a dignified story within. These two hundred and thirty-six pages, with map and seventeen photogravure plates, tell that story, and it is worth the telling as the history of pioneer work in a great movement. The traveler returning from Europe, with experience gained in foreign libraries, may easily prove to us what such progress in library history means. There is nothing like it on the Continent, and in England the same results have been won only by tireless combat with prejudice. To establish and maintain a free library after George Ticknor's ideal by taxes levied on property is one of the great achievements in American history. He who doubts this must read the debates on libraries in Parliament in 1845 and 1855.

As we turn the pages of this orderly volume, great names and fine faces convince us that the task had noble sponsors. The life of Alexandre Vattemare adds a touch of romance, and Mr. Wadlin has given due space to his remarkable career. His influence upon the Boston of seventy years ago is clearly set forth, and one cannot but be thankful that libraries, when they do appeal to such men as Vattemare, Bray, or Panizzi, absorb their entire energy.

If we owe Vattemare to France, we in some degree are indebted to England for conditions which made it possible for the Weymouth boy, Joshua Bates, to rise to eminence as a Lon-

don banker, with a heart still loyal to Boston. His gifts were munificent in their day.

The courage and convictions of Ticknor forced his radical views on the other trustees, and to him the city owes its free circulating library more than to any other man. Here and elsewhere letters and documents are given in full, so that the volume stands as a complete record of certain crucial steps in library history.

Not alone as to policy, but as to method, the library blazed a new path. Its printed catalog of 1854 and the supplements were recognized throughout the United States as of conspicuous value to the public. To-day, in Spain, an official still stands between the catalog and readers. The library's efforts to analyze the contents of valuable books and to bring the best books in each subject before readers by means of annotated class lists were considered very progressive. The aim was then, and still is, to reach all the people without degrading the standard of good reading.

The appointment of trustees by the Mayor keeps the management close to the people, but the long term of each trustee insures comparative freedom from party politics. The trustees have held the confidence of the city government, as is shown by a steadily increasing appropriation for maintenance from \$302,000 in 1901 to \$355,200 in 1911. It is believed that no small part of the understanding and good will between trustees and city officials is due to the existence of the Examining committee, which is made up yearly from men and women of every race, creed and social station in the entire city. The committee studies the departments of the library at work; invariably the members learn the value of their own institution and become intelligent defenders of its budget. They have no executive power, but their suggestions are often of service, and they reflect the needs of various sections of the city.

No great library has survived fifty years without administrative problems which have taxed the ability of trustees as well as librarians. This volume was not the place for a frank discussion of these problems, however helpful this would have been to librarians elsewhere. A Bostonian will read much between the lines, but it is perhaps fitting that these events should remain unofficial, for they do not concern the public of to-day.

The construction of the beautiful building on Copley Square and the varied problems of the time, such as the incorporation of the trustees, occupy Chapter III. In the next chapter the author has given a thorough account of the development of the system of branch libraries. As the city government has spread out over the annexed towns from year to year, the absorption and assimilation of existing libraries, or the establishment of new ones, has required a high order of ability, tact and judgment. The Public Library of Boston has been fortunate in its trustees and its libra-

rians during these momentous years. Edward Everett, Thomas G. Appleton, John P. Bigelow and Ticknor were of the creative period, while William W. Greenough was associated for a full generation with its development. Of late years, Josiah H. Benton, president of the board, has mastered every detail of administration, and has given of the best of his years to further the library's success.

The fine face of Charles C. Jewett, superintendent, 1858-68, and of Justin Winsor, his successor for an equal time, will interest librarians. James L. Whitney's picture also will recall the genial spirit that pervaded the library for over thirty years.

The fifth chapter chronicles the gifts of half a century—the Bowditch, Prince, Ticknor, Barton, Thayer and Hunt libraries, the Brown Music Library, the Chamberlain autograph collection, the Galatea collection and many other gifts, both of books and of money. The next chapter records the achievements of officers and staff, including the long presidencies of Everett, Ticknor and Greenough.

The final chapter outlines the present condition and method of operation of the library. In many respects this will be looked upon as one of the most valuable chapters in the book; it will be studied by librarians and by students of our institutions. It is a fitting close to the story which Mr. Wadlin has told in clear and concise English, and one lays the book down with a feeling of pride that our leaders have high ideals and can do so much to make men share them.

C. K. B.

Periodical and other Literature

The American Architect for March 13, 1912, contains a descriptive article on the St. Louis Public Library by Guy Study, with a large number of illustrations.

The American Teacher is a new publication, published by public school teachers in New York. Among its objects are to bring to official notice the teachers' "usable experience" and knowledge of school conditions, with the object of improving them and the work of schools.

Chicago Public Library Book Bulletin has begun a department of notes and queries, giving the questions asked of the reference department, with answers, and indicating the book or books which contained the information, with call numbers appended. For instance, we find "1. How long does a coon live?" but in this case, after questioning, it was found that the applicant wanted to know the meaning of the phrase, "a coon's age"; "2. What is the total population of Germany, according to the last census?" "4. What is the chronological sequence of the historical works of John Fiske?"

Kansas School Magazine is a new monthly, published in the interest of education in Kansas and Middle West, at Emporia, at \$1.25 per year.

Magazine of History, November, 1911, contains an article on "Some early Rhode Island libraries," by Daniel Goodwin, a more or less gossip account of the private libraries in Rhode Island, chiefly in colonial days.

The Newarker, February, 1912, includes "How the cities advertise"; "German exhibit of applied art, to be in the library"; "Newark's financial burden and her ability to carry it"; and "What shall be done with the canal?"

News Notes of California Libraries, January, 1912, includes a list of California libraries, giving statistics for the last three months of 1911, with extra news items, etc., and a directory for library supplies.

Special Libraries for February reprints from the report of the Librarian of Congress the work of the proposed congressional legislative reference bureau; and includes a selected list of references on the pardoning power, federal and state; a bibliography of works on bill drafting, statutory construction and kindred subjects in the Pennsylvania Legislative Reference Bureau; and public utilities references.

ENGLISH

Aberdeen University L. Bulletin for January, 1912, contains a classified list of current serials for year 1911-1912. The *Bulletin* for April, 1913, is to contain an author index to Nos. I-VI, which will thus form a catalog (author and subject) to the accessions of two years, 1911-1913.

The Librarian for March includes "Fire," by A. J. Stubbs; "Classification," by Arthur J. Hawkes, and a continuation of T. Edwin Cooper's "Library architecture."

The Library for January contains "The early English Text Society and F. J. Furnivall," by Henry B. Wheatley; "The mirror for magistrates," by Henrietta C. Bartlett; "A seventeenth century lament on 'too many books,'" by W. E. A. Axon; "The bibliography of London," by Thomas William Huck; "Fisher's sermons against Luther," by G. J. Gray; "The so-called Gutenberg documents," by J. H. Hessels; "Recent foreign literature," by Elizabeth Lee; and "The Oxford University Press and the Stationers' Company," by R. L. Steele.

FOREIGN

Bogsamlingsbladet, January-February, 1912, are largely devoted to a controversy called forth by a paper read Dec. 9, 1911, by Dr. E. Fog in a meeting of the Danish Library Association, and to the proceedings of that meeting. Dr. Fog, a librarian of "Aarhus Statsbibliotek," proposed to abolish the so-called national library committee in the interest of a new library council connected with the library of Aarhus. The proposal created lively opposition from various quarters, and failed to secure the recommendation of the Association. J. Høirup has an article in November on the model library of Dresden-Plauen and on the German society for the dissemination

tion of popular education (Gesellschaft für Verbreitung der Volksbildung).

La Cultura Popolare, Feb. 1, 1912, contains the conclusion of the article by Camille Corradini on the problems of "Schools and juvenile delinquents"; an interesting table showing the growth of attendance at schools for children of the middle classes in Italy in the period 1900-01 to 1909-10, attendance increasing from 118,362 to 185,741; an open letter from Ettore Fabietti to the Minister of Public Instruction on the relation between the schools and the public libraries in Italy, in which the statement is made that the "Federazione Italiana delle Biblioteche Popolari" in 1911 furnished 100,000 volumes for public libraries, exhausted two large editions of its "Manual" and a large edition of its "Model catalogue," and has just finished the issuing of a practical guide for school libraries.

Revue des Bibliothèques, July-September, 1911, contains a translation of J. Maitland Anderson's "The library of St. Andrews"; W. Forbes Leith's "Bibliography of books published in Paris and Lyon by Scotch refugees in France in the sixteenth century"; and J. G. Kersopouloff's "Essay on French-Bulgarian bibliography (1613-1910)."

Zentralblatt für Bibliothekswesen for February contains "Serial publications, government publications, and international coöperation," by John Mattern, assistant librarian, Johns Hopkins University; "The abbreviation-symbols of *ergo igitur*," by W. M. Lindsay, printed in English, and "Contributions to the history of incunabula of the Franks," by Karl Schottenloher.

Notes and News

LIBRARY ASSOCIATIONS

STATE LIBRARY ASSOCIATIONS.

State library associations. Chalmers Hadley. *Pub. Lib.*, Ja., F., '11, p. 1-4, 37-39.

Chalmers Hadley in *Public Libraries* for January and February, 1912, considers state library association as the clearing house for exchange, as a labor and time-saving device, where "a powerful union of capables" should gather, with a desire to give rather than to get, to coöperate in facing common problems, to state conclusions and the reasons for such, and to debate questions of standards and policies rather than give mere statements of experience.

"Too many library workers with distorted ideas of independence spend the city's time and money trying to solve problems when attendance at library meetings would probably convince them that the problem already had been solved in the misty past." The associations probably do not make the desired contribution to library progress because of "the few days each year during which our associations show any activity whatever; our in-

clination to 'substitute library technique for library strategy,' and in our programs to emphasize methods to the sacrifice of policies." The majority of librarians are accustomed to depend on themselves; "this being true, we are forced to conclude that when our associations fail it is due largely to the inability of their members rightly to discern the difficulties." Associations sometimes show local tendencies, yet a new topic on one state program is quite certain to be seen on all others.

Meetings should be where stimulation is needed and where they attract public interest, not considering merely physical comfort and accessibility. Meeting rooms should be somewhat crowded instead of giving the sense of emptiness. Programs should not be overloaded, giving time for informal discussion. The advice of the library commission or librarian of wide acquaintance should be sought, with a view to making programs both inspirational and instructional, best with a keynote and a few topics thoroughly discussed. Details of subjects not treated in their entirety are misleading to inexperienced librarians and trustees.

State associations should stand back of the library commissions or state library in all important problems, and as these commissions are the strongest constructive forces in library work instituted in this generation, they should be given opportunity to present developments in their work at every association meeting. Needed legislation should have the active support of the association as of every librarian. Influence can be brought to secure sufficient appropriation. Standards of hours, salaries and work should be fairly set by the association and publicly advocated. Entrance standards into library work are high and salaries inadequate. Unless librarians are classed with teachers, no pension provision whatever is made for them. The best library work demands a certain tranquillity of mind and assurance, which is not possible with an uncertain future as a disturbing spectre. Associations at their meetings should inculcate a sense of pride and professionalism, so that librarians can exert that influence to make her position understood and respected. Where library work is new and not thoroughly understood, the state association should broaden its activities. One state association conducts special investigations as to salaries, vacations, etc. The associations need active support from every worker, as also greater realization of responsibilities as social forces. Invitations should be extended to teachers' associations, settlements, etc., to participate in the programs, and library activities should be presented to these that greater coöperation may result.

LIBRARY ASSISTANTS' ASSOCIATIONS.

The Library Assistants' Association; an outline of its development and work. W. Benson Thorne. *Libn.*, Ja. 12, p. 207-11.

In 1906 the L. A. A. declined the invitation

of the L. A. U. K. to affiliate, which was an advantage when the question of registration for proficient librarians was raised in 1907. Four branches were established, resulting in a new constitution in 1908. The membership is about 500, and it issues a *Record* of 20 pages, with a circulation of over 700. There is also issued a "L. A. A. Series of Reprints." The Council is at present engaged in preparing a return of hours, salaries and educational facilities of workers in libraries throughout the kingdom. The Council meets monthly. There are three permanent committees—finance, education and publication. Every member of the Council serves on one of these. At present there are special committees on registration, on the association's library and on the press. An easter school is to be conducted in Brussels, with lectures and demonstrations at the Institute of Bibliography. A list of those who have held office is appended.

LIBRARY LEGISLATION

PENNSYLVANIA LIBRARY LEGISLATION.

Library legislation. R. B. Stone. *Pa. Lib. N. O.* '11, p. 56-65.

"The distinct idea of a state library was born in this country as early as 1697, when Sir Francis Nicholson entreated the Maryland House of Burgesses in vain to provide a fund for the purchase of books for general reading." The only governmental action to such end prior to the Revolution was the foundation of the Colonial Library of New Hampshire. State libraries were also established in New Jersey (1796), South Carolina (1814), Pennsylvania (1816), and New York (1818). Town or district library legislation began with New York (1835), New Hampshire (1849), Massachusetts (1851), Maine (1854), Vermont (1865), and Ohio (1867). Pennsylvania has not yet an adequate law. The act of 1864 authorized school districts to receive and maintain donated libraries, but forbade the purchase of books at public expense. The act of 1887 authorized incorporated cities to receive donations and make appropriations, which was followed by a series of permissive acts. In 1895 the state passed a law for the founding and maintenance of district school libraries at public expense, and an act of 1911 permits public libraries as adjuncts to the common school system. But the aid is fitful and uncertain through these acts, and means an annual struggle to maintain the rate of taxation. A compulsory law should be passed. A schedule of library laws unrepealed and subsisting is appended.

BRITISH LEGISLATION.

Notes on some library administrative work and legislation. A. H. Millar. *Lib. Assoc. R.*, D. '11, p. 434-7.

Library acts in England should be compulsory, not permissive; representatives for library committees should be popularly elected, and should hold office for a period longer than

the present term of one year; bodies interested in literature, as universities, school boards, etc., should have a voice in the choice of candidates.

LIBRARY TRAINING

LIBRARY TRAINING FOR TEACHERS.

What are the normal schools doing in training their students in library work? O. H. Bakeless. *Pa. Lib. N. O.* '11, p. 37-46.

In answer to a questionnaire sent to fifteen normal schools in Pennsylvania containing from 4500 to 10,000 volumes, all but two have librarians, all of which except one had library training. Eight had no definite course in library work; others give but partial courses. The importance of this work should be recognized by schools; the report on instruction in library administration in normal schools, published by the N. E. A. in 1906, should be urged as a basis; the librarians of these schools should take the initiative; the work should begin early in the course; the state commission should aid in the work. Outline of one school course is given, and others are summarized.

LIBRARY QUALIFICATIONS IN GERMANY.—A decree, under date of Jan. 13, 1912, from the Minister of Education, printed in full in the *Zentralblatt*, specifies in twelve sections the qualifications for librarianship in the Royal Library of Berlin and royal university libraries. Two years voluntary service in these libraries and the successful passing of library examinations are necessary. For admission to the voluntary service, the applicant must present diplomas from a *Gymnasium* and successfully pass specified studies in the university, and provide assurances that he possesses the necessary means for support during the voluntary years. Knowledge of Greek and Latin is specified. The applicant is to have training in all branches of library work, and for the theoretical knowledge must take up the special courses offered at the University of Göttingen and at the Berlin Royal Library. To pass the library examinations, he must have become fully acquainted with library administration, the technical arrangement of libraries at home and abroad, the publishing trade, bookbinding, bibliography, history of literature, printing, modern languages, and certain other technical subjects.

LIBRARY ADMINISTRATION

LIBRARY REPORTS.

The standardizing of library reports. Henry F. Marx. *Pa. Lib. N. O.* '11, p. 1-11.

There are two evils in printed reports—the report on the number of volumes circulated and the percentage of fiction. The true test is to compare not only the number of volumes of fiction circulated with those of non-fiction, but the total number of days each has circulated. If the average circulation period of books, fiction and non-fiction, were given, and then the number of readers it would have taken

at such a rate to have contracted for the annual report of the library, a comparison of these figures with the number of borrowers registered, would indicate more closely how widely the library is being used. A chart should be kept by the librarian showing graphically the year's circulation, as also a plan of the city showing by colored pins the distribution of the class of borrowers which should be photographed regularly for record.

"A letter was addressed to thirty-four State Library Commissions, asking for samples of their daily and monthly report blanks. Replies were received from twenty-eight, Indiana, Iowa, Minnesota, North Dakota and Wisconsin issue to the libraries daily and monthly report blanks for the use of the librarian only. Oregon sends out a monthly report; and California asks, in addition to its annual report, a quarterly report from which to obtain the facts for its publication "News notes of the libraries of California." Nebraska does not issue other than annual reports, but recommends libraries to use the Wisconsin blanks, which it reports that many of the larger libraries do. Illinois expects to do so, using Iowa's blanks intact, or modified. North Carolina emphasizes the fact that such daily and monthly reports must be kept as will enable the librarian to send in a complete annual report, but hesitates to incur even a slight increase in the printing bill, on account of the small appropriation. Kentucky expects to adopt blank daily and monthly reports. Other library commissions express a desire to secure a copy of such blanks as the Pennsylvania State Library Commission may decide to print. These daily and monthly report blanks, issued by the State Commissions, agree in their details. They consist of daily records of the circulation of the children's books classified as Bound periodicals; Philosophy; Religion; Sociology; Language; Natural science; Useful arts; Fine arts; Literature; History; Travel; Biography; Fiction; Current periodicals, and a daily summary, also daily records of the circulation of the adult books under the same headings with the addition of German, Norwegian, and Renting collection. Beneath this, and separately, are recorded Teacher's circulation; Pamphlets and clippings; Pictures loaned; Estimated reading and reference room attendance; and Books repaired. These headings follow, each under the other, and are paralleled by thirty-one ruled columns, one for each day in the year, and a monthly summary, so that one sheet folded in two, making four pages, suffices for two reports.

LIBRARY STATISTICS.

Useless records. Walter Hudson. *Lib. World*. D. '11, p. 179-80.

"In the *Registration of Borrowers*, for example, the following records are kept by some libraries:

- (1) Alphabetical register under borrowers' names;
- (2) Numerical register under registration numbers;
- (3) Street index; (4) Professions index; (5) Ages index.

Of these, only the first is of practical importance. An Alphabetical register of borrowers enrolled, consisting of the application forms arranged under surnames, will answer every question that is ever likely to be asked. The Numerical register merely supplies a more or less accurate set of statistics for the library's reports; and these could be approximated almost as exactly by some mechanical method, such as measuring the file of application forms. The Street index again serves an almost useless purpose in showing the geographical distribution of readers in one department of the library's activities. The occasional purpose it serves in checking cases of infectious disease can easily be served in other ways. The professions and ages indexes are so obviously fatuous as to render comment unnecessary."

Entering borrower's number on the book-card and book number on the borrower's card is an archaic method. The cost of this process in one case was £48 in one year, while the

amount recovered by being able to trace damaged books (the one reason discussed in favor of the method) amounted to 12s. 9d. *Stock registers* need only contain accession numbers, source, author, title, publisher and price.

BOOK BUYING

FICTION BUYING.

Notes on some library administrative work and legislation. A. H. Millar. *Lib. Assoc. R.*, D. '12, p. 431-4.

Considers fiction as holding a prominent place. As to buying all fiction or choosing the best, that must be at the discretion of the librarian or his committee. Foreign literature cannot be adequately represented, and it is therefore easier to choose.

BOOK AGENTS.

What shall we do with the book agents? Ange V. Wilner. *Pub. Lib.*, F., '11, p. 45-6.

Considers the value of book agents as the opportunity to examine works and see book bargains brought to the librarian's desk which are otherwise seen only in advertisements. However, the most expensive way of buying subscription books is to buy of the agent. Medium-sized libraries should never buy of agents at the first interview. Time often shows the book unnecessary. Agents usually do not want to wait for a second interview, as interfering with their psychological methods. Care must be taken not to be deceived by inferior works of like title or old editions. The smaller the library the less it needs subscription books; some copies are sure to reach the second-hand dealer in time, if they are not eventually put upon the open market.

CATALOGING

CLASSIFIED CATALOGS.

A sketch of the history of the classified catalogue in the British Isles. H. A. Funnell. *Lib. World*, Ja., '12, p. 197-200.

Early classified (subject) catalogs, as those of monasteries, universities, etc., and even of ancient libraries, were not minutely subdivided, but alphabetically arranged under large class headings. A primitive method was that of classifying according to book sizes. British development came later than that of other European countries, where a classed form had been adopted by the beginning of the nineteenth century. The first notable classed catalog is that of De Bure, "Catalog of the library of the writers to his Majesty's signet," published in Edinburgh in 1805. The report of the Parliamentary select committee of 1849 (leading to the passage of the public libraries act in 1850) contained the recommendation "that a catalog, classified as to subjects, with an alphabetical list of authors, would be the best." In 1857 appeared the "Classified catalogue of the Royal Institution of Great Britain," based on a few main classes, as (1) theology, (2) government, (3) sciences and arts, etc., conveniently subdivided. The

Dewey classification is responsible for many classified catalogs. The British Museum has its subject index, begun in 1886, of books added since 1880, and kept up to date in periodical installments, which are to be continued in five yearly periods and incorporated for each period of twenty years.

CATALOG CARDS.—A new and interesting scheme, "Ein Bücher-Zettel-Katalog," has been begun by Dr. C. G. Hottingen, Sud-ende, Berlin. The cards, in regulation size, yellow in color, contain author's name, year of birth (and death), nationality and vocation, title of work with date, reproduction of title page, with subject classification in Latin, and content's résumé on the one side. On the back of the card is the name of the author, with author information as on the front; biography, if possible, autobiography, with date when written; bibliography of author, with dates; and a picture and signature. Four languages—Latin, German, English and French—will be used, and some 50,000 new publications are to be considered per year. It is proposed to issue them weekly, so that libraries can obtain them at the time of purchase of the books. The price is 300 marks for immediate subscribers.

SPECIAL LIBRARY WORK

BLIND, WORK WITH.

Present conditions and possibilities of public library service to the blind. I.—E. W. Austin. II.—G. E. Roebuck. *Lib. Assoc. R.* '11, p. 450-60.

The blind are entitled to their share in library benefit as citizens, and because reading is the most fruitful source of their education. The blind should be made as little dependent as may be. Coöperation of the agencies at work with the blind is necessary. There are geographical and financial difficulties, and a national library for the blind in England is proposed. A union catalog should be made.

LIBRARY OF THE BUREAU OF RAILWAY ECONOMICS.

Library of the bureau of railway economics. R. H. Johnston. *Sp. Lib.*, January, '11, p. 1-4.

The bureau is for the study of general economic relations of the railways, collection of information, and the analysis and exposition of facts and figures in regard to such relations that are of interest to railway companies in general. Monthly bulletins are published of revenues and expenses of railroads, as also bulletins on special subjects. It is purposed "to build up a complete railroad library," which is to be free of access to the general student of transportation. There is a check list, now comprising some 20,000 entries, and the printing of a union catalog of economic railway material is being considered. Generally, the classification, cataloging and shelf-listing of the Library of Congress is followed.

The shelf list is kept on cards. An index to the material of all classes has been started, and an index is also kept of the correspondence. The library force consists of the librarian and three assistants.

LEGISLATIVE REFERENCE BUREAU.—Much interest has centered in the hearings before the House Committee on Library on the bill providing for a federal legislative reference bureau in the Library of Congress, as given in the March number. Men of both parties and of international standing expressed opinions in support of the bill. Witnesses were selected because of their fitness to testify rather than for their notoriety. Mr. Bryce, the British Ambassador, was the first speaker, and explained that this was the first time he had attempted to suggest to the American Congress what it ought to do as to any law before it. Other speakers were Mr. Putnam, Representative Mann, the minority leader in the House, Dr. McCarthy, of the Wisconsin reference bureau, and Speaker Clark.

EXTENSION WORK.

The extension work in the Detroit Public Library. Aniela Poray. *Mich. Lib.*, D., '11.

In this work the consent of the factory managers was first obtained, when notices were bulletined. The firm supplies furniture and space, usually in the dining room, and signs as security for the books. These stations are open during the lunch hour, usually once a week, free access being given to the shelves. It has proved preferable for the library to put its own trained workers in charge, who make about forty calls during the week. The circulation in 1910 for 13 stations was 29,974. It was found desirable to purchase books for this extension work, supplying the stations with new, clean books. There is a continuous exchange, and no two stations have the same collection. It is aimed to have no deadwood on the shelves. The reading of fiction, however, in some stations, has been as low as 33 per cent. In fact, it has in many instances been found that a surfeit of fiction develops an actual desire for better reading. The demand for technical books at factories is very large. Lectures are also given, and children are taken on tours by readings, lectures and stereopticon views. Giving fifteen minutes of a lunch hour to vocal or instrumental entertainment has been much appreciated. The relations between the library and factory owners are most cordial. A monthly report is made to the firm, though it is understood that the library worker should not encroach on the factory rules and management.

READING AND AIDS

PSYCHOLOGY OF READING.

Psychology of reading. E. W. Runkle. *Pa. Lib. N. O.*, '11, p. 11-29.

"By way of summary, I have tried to show that man educated and efficient must learn to read not once, but thrice. Good mechanical habits, rapid, easy movements, quick perception of word, sentence,

page and even chapter wholes, that is the first reading. Second. Profound physiological changes at puberty and adolescence bring the child to the threshold of a new world of social relations, and he needs to be initiated into them through the widest documents of society, the novel. As his interests and sympathies expand, his reading expands, but since his interests are fitful and changing, his reading is spasmodic and variable. Finally: Definite interests, studies, needs, and duties confront the coming man and woman. Each must have all the help he can get to meet the struggle of life, subsistence, education, family and the state. True it is, the church and school, parent and teachers furnish some aid, but the books, the right books are storehouses of human experience and aspiration, these he may have and hold until they deliver to his life, the things he needs. Finally, if I have made myself clear, the one thought I would leave with you is that we as librarians have the vitally important part in education of teaching the people to read not only books, but to read through books to life."

MOVING pictures, as a disseminator of education on books for home reading, is being presented in a disinterested way by a Madison, Wis., theatre owner. Films illustrating the story of "Vanity Fair" are followed by a notice telling that this and other books named may be had at the public library.

"EDUCATIONAL PROBLEMS," v. 2, by President G. Stanley Hall, of Clark University, contains a chapter of special interest to librarians, the "Pedagogy of reading: How and what," pages 397-492. Librarians will doubtless be more interested in the What than in the How, although both are important. President Hall says that "one of the most significant culture movements of the last few years in this country is the invasion of the library upon the school." In this volume, as in so many of his writings, there is the usual clumsiness of style and repetition. Nevertheless, the book is full of ideas, and the chapter already referred to is particularly interesting to all who have to do with reading in any way, whether as teachers or as librarians.

WORKINGMEN'S READING.

How to reach the workingman. Paul H. Neystrom. *Wisc. Lib. B.* D. '11, p. 168-71.

The two great problems of management are the selection of proper literature and getting the public to read it. Libraries fail to reach the ideal of serving all classes. Workingmen do not express any needs or wants. The problem is not only to provide suitable literature, but what will appeal to this class. They must be reached through the pleasure-seeking interests, as fiction and handbooks on various sports; through his relationship to the city, state and nation and duty as a citizen; and through his vocational interests. The books must be readily accessible, on special shelves, not too large or too difficult to read, nor too advanced. The library should be open when the workingmen are free to come. Branches should be provided if distances are too great, in school buildings, boarding houses, corner grocery or labor hall. The library must advertise in newspapers regularly, interest the children in the work, the pastors,

Socialist leaders, and conduct noon-hour meetings. It must treat the men decently, make them feel at home, have smoking rooms, and a "floorwalker" to meet every new arrival.

LIBRARIES wishing extra copies of Mr. T. W. Koch's "Suggested readings for library assistants in the new Encyclopædia Britannica," reprinted from the February number of the *LIBRARY JOURNAL*, can get them free of charge by applying to Mr. Oliver McKee, care of the Encyclopædia Britannica Co., 34 West 33d Street, New York City.

FICTION aims, according to the late Mr. George Brimley, the essayist and critic, "to make us wiser and larger-hearted; to conduct us through a wider range of experience than the actual life of each generally permits; to make us live in the lives of other types of character than our own, or than those of our daily acquaintance; to enable us to pass by sympathy into other minds and other circumstances, and especially to train the moral nature by sympathy with noble characters and noble actions."

CHILDREN'S READING.

Right reading in childhood. Malcolm G. Wyer. *Iowa Lib. Q.* O.-D. '11, p. 177-82.

Considers that a taste for good reading is not to be sought merely as an accomplishment, but a part of the equipment necessary for full and complete living, as filling the mind with large thoughts. Childhood reading of our great men shows that it was not wide, but confined to a few great authors, and that these were read carefully and thoughtfully. The average boy will have to be taught what to read, just as he was taught how to read. Elementary schools must be concerned more with the mechanics of reading than with teaching what to read. Then libraries are to bring children under the influence of good reading, and to induce the love for it. Careful attention must be given to selection, and more emphasis placed on the personality, fitness and training of the children's librarian.

CHILDREN'S READING.

What makes a juvenile book harmful or mediocre? Grace Endicott. *Pa. Lib. N. O.* '11, p. 30-36.

Harmful books are those dealing with crime and its detection not treated in the right way; the successful concealment of crime, without emphasis on the fact that results must be faced; detective stories in a sensational form, in which the motives leading to the crime are given; right and wrong, without drawing a sharp line between the two; false ideals and values in life, as stories giving short road to success; humorous stories and vulgar jokes. Mediocre books are those not good in form or expression or not possessing any degree of excellence as to subject matter.

CHILDREN'S READING.

Reading for young people. Dr. John Erskine. *N. Y. Lib.*, Jan., '12, p. 39-43.

Teachers or librarians should give children an opportunity to browse. The objection is that children may read books too old for them. "To withhold books from young people because they may not understand them, seems a very ludicrous kind of conceit." Children can have a full and accurate judgment of the reality of life, and can distinguish between what is real and what is false without complete understanding. Another objection is that children will read that which is not good for them. But no book is dangerous unless it is vulgar. If a book is beautiful, even if to some not illustrating certain ideas of propriety, young people can safely be trusted. Children approach books first out of curiosity for life. If a boy likes dime novels and the story of adventure, the librarian should give him *good* dime novels. Critical taste will lead gradually to better books. Old books attract young people, as of vivid and unusual language. Reading of imaginative history should not be deplored. Books of reference should not be a daily fare. "The test of the sort of book to read habitually is whether the book dilates the mind." Reading should educate the imagination. The librarian should respect the point of view of the reader. Change the library from its present tendency to become safe-deposit vaults back to the old ideal of the library, large or small, and reconcile that ideal with the card catalog.

REFERENCE WORK

BOSTON COÖPERATIVE INFORMATION BUREAU.—The first bulletin of the bureau has just been issued, containing the list of officers, directors and chiefs of the various divisions, arranged according to the Dewey classification; its aims, written by the president; appreciations, etc. The purpose of the bureau was announced in the December *LIBRARY JOURNAL*. Membership is divided into three classes: (1) Coöperators working with the bureau for the maintenance of its usefulness entitled to its service, but not to a vote, holding of office, or the bulletin; they pay no dues; (2) subscribers, paying two dollars per year, entitled to vote and the bulletin, but cannot hold office; (3) subscribing coöperators, including the above, with right to hold office. Application for membership may be made to the secretary-treasurer, G. W. Lee, 147 Milk Street, Boston, Mass., which will be the temporary service headquarters.

TECHNOLOGICAL TERMS.

Some technical terms defined for reference librarians. Louise B. Krause. *Pub. Lib.*, Jan., '12, p. 5-6.

Special technical departments are only possible for a few of the large libraries, and for the small public libraries who must answer some seemingly minute subject of the technical in-

quirer, the writer has undertaken a compilation of technical terms in groups, and gives a list of electrical terms in popular use not always found in general dictionaries.

GENERAL AND MISCELLANEOUS

HOE LIBRARY.—The third part of the Hoe treasures will be sold during the week of April 15-19, at ten sessions at 2:30 and 8:15 p.m. The illustrated catalog is in two volumes, containing 3412 items in 471 pages.

THE MACMILLAN COMPANY has recently organized a library department for the purpose of establishing closer relations with libraries throughout the country. This work will be in charge of Miss Jean MacKinnon Holt.

WORLD PEACE FOUNDATION, 29a Beacon street, Boston, Mass., announces that it is issuing a title page and table of contents, so that its publications, printed in the last two years, can easily be collected and bound by libraries and others.

MEDIAEVAL MANUSCRIPTS AND JEWELLED BOOK COVERS in the possession of the John Rylands Library, Manchester, are on exhibition for the year, and a list of these, with explanatory notes covering 134 pages, has been issued, including also lists of palaeographical works and of historical periodicals in the library.

LIBRARY BUREAU ANNUAL REPORT.—The annual report of the Library Bureau, Boston, for the year 1911 shows total assets of \$2,471,619 and a surplus of \$23,847, against a deficit of \$144,590 for the year previous. It is stated that the directors expect to resume soon the payment of dividends on the preferred stock. President Russell reports a volume of business largely in excess of that in any past year and a closer margin of profit, but that this difference is well covered by the increased business and reduced expenses. Indebtedness to banks has been steadily reduced and cash balances are ample. In the work of reorganization and consolidation, though not completed, practically every branch of the business has been placed on a paying basis.

MAGAZINE SELECTION.

Magazines and morals. Lutie E. Stearns. *Wisc. Lib. B.* D. '11, p. 172-3.

With the many magazines on the market, choice is difficult. Magazines worthy of being placed on the library table should have a definite value, should contain articles distinctively worth while, instructive and helpful, and have a definite editorial value. It ought to be the cleanest, safest thing published. Stories which exploit individualism and the breaking up of family life should be barred. News in magazines should be faithful and unbiased, uncontrolled by interests and commercialism. Every magazine should be carefully scanned by the librarian as to change in policy and standard.

SCOPE OF LIBRARY WORK.

Some factors contributing to the success of a public library. James Christison. *Lib. Assoc. R. D.* '11, p. 438-43.

Considers the modern librarian as a scholar, a business man, a teacher, and, above all, an organizer and director. The important factors toward success are free access to shelves; personality of the librarian; closer coöperation with schools (in Scotland, for instance, the Education Act of 1908 has prevented special grants by school boards to library committees); extension of library privileges to rural readers (in England, the public libraries act prevented the loan of books to outside districts and counties); lectures, art exhibits, with book lists and bulletins; good will of the press; flowers, plants; coöperation of the people; and coöperation of the church.

Bennington, Vt. The children of Bennington have given a fairy play and netted \$100 for the benefit of their department in the public library.

Canonsburg (Pa.) P. L. The town library, after a continuous existence of more than 32 years, has been compelled to close its doors because of lack of patronage. The four or five thousand books accumulated will be sold and the money turned over to some local charity.

Carnegie Library of Pittsburgh.—A current topics table in the reference room of the Homewood Branch has proved popular and successful. Each week the periodicals are looked over by an assistant for articles of especial interest, and small slips of paper are fastened to the magazines selected calling attention to the articles. The table bears a sign, Current Topics, and many readers have been grateful for having their attention thus called to timely articles.

Grand Rapids Public Library. The value of the library to the community was shown in an interesting case recently decided in Grand Rapids. From the collection of historical material preserved in the library, the government attorney proved that the rapids at Sault Ste. Marie had been used by French missionaries for navigation purposes, and from this the court based in part its decision divesting the power companies of their rights in the river. If this decision is sustained, it will be worth to the people of the country a sum estimated as high as several million dollars.

Hagerstown, Md., Washington County L. By the will of E. W. Mealey the library is to receive one-third of the estate, valued at \$419,000.

Haverhill Public Library has found it necessary to issue tickets of admission to its story hours, in order to limit the number of children to the capacity of the clubroom. These story hours were begun late in 1911, and will be continued several times a month.

Jersey City Free Public Library has issued another of its interesting pamphlets, "Charles Dickens," of eight pages.

La Salle (Ill.) P. L. F. W. Mattheisson has donated a fund for maintaining the special medical collection started by the library about a year ago, which already contains more than 1000 volumes.

Newark Public Library. There is on exhibition (until April 25) a collection of works on applied arts of to-day in Germany, prepared by the German Museum. This collection will also be exhibited in other American cities.

N. Y. Library Association. The association is fortunate in having secured Mr. Philander Priestley Claxton, U. S. Commissioner of Education, to give an address at the next meeting at Niagara Falls, in September.

New York P. L. An exhibition, continuing until May 31, has been opened in the Print Gallery, showing a selection of Japanese prints from the Charles Stewart Smith collection. This collection, which was formed many years ago in Japan, and acquired by the late Mr. Smith while on a visit to that country and presented by him to the library, numbers, including surimono, more than 1700 prints. The larger prints, to the number of nearly one thousand, have recently been arranged and cataloged by Mr. Frederick W. Gookin, of Chicago. The collection makes a fair showing of the smaller prints of the earlier artists, chiefly representations of actors; includes a considerable number of prints by Harunobu; is strong in the number of smaller prints by Kiyonaga, in fine condition; and equally strong in the smaller prints of Koriyusai; but most remarkable in the range and quality of prints by Utamaro. Indeed, it may be doubted if anywhere, except, possibly, in Paris, a finer showing of Utamaro's work can be made. A card catalog supplements the prints with such fulness of descriptive comment and information that one may gather from this exhibition striking knowledge of those phases of life in Japan during the eighteenth century which gave to the school of artists who were designers of the prints the title of Ukiyoe, which may be freely rendered as "picturing the passing show."

New York State Education Building. The dedication of the new building will take place at Albany, October 15-17, 1912. Preliminary announcement is made in order that the dates shall not be taken for any other important educational function in the country, and also that the public officials of New York and the leaders of education outside of the state may allot their time in October, so as to permit of their attendance. It is suggested that leading institutions, including libraries and museums, as well as universities, colleges and schools, of this and other countries be represented by delegates.

Owensboro, Ky. The mayor is strongly opposing an appropriation of \$3000 for the support of the Carnegie Library, which has been completed about six months, but cannot be opened until the funds are provided. One of the reasons reported is that no provision is made for the admission of negroes to the library, though books would be placed at the colored school for them.

Paulding County, Ohio. The County Commissioners have agreed to appropriate not less than \$5000 a year for a county library.

Pawlet (Vt.) Public Library. Miss Nellie M. Bushee, librarian, maintains two branches and supplies thirteen schools with books, doing all this from a total of about 1300 books. It is open every day in the week to a population of 1959; and its last year's circulation was 7500. The town gives \$200 towards this work.

Philadelphia College of Pharmacy Library contains about 15,000 volumes, of which only two thousand have been classified, accessioned and shelf-listed, and four thousand are ready for accessioning. The librarian, Miss Katherine E. Nagle, Drexel, '95, has no assistant, and is required to help in office work of the college.

Pottsville (Pa.) Free Public Library began work, November 9, with 3700 volumes and a complete catalog, with a librarian and assistant in charge, and had a circulation of 15,338 the first two months. There is no library building, but an old store was rented—at one time a saloon. Appropriations amount to about \$3800 yearly from the school board, and \$10,000 was raised in subscriptions for organization.

Rutland (Vt.) Free Library. Miss Lucy D. Cheney, librarian, has made arrangements with Mrs. P. Wellington Bragg to give a series of "story hours," one in each of the nine school buildings.

San Juan, P. R., Insular L. In 1903 an act of the Legislative Assembly created the Insular Library of Porto Rico. The library occupies extensive quarters in what is known as the "Deputacion Building." The rooms occupied by the library consist of a stack room for documents and reports, two rooms occupied by the circulating department, a reference and periodical room, a room containing the special collection of Puertorriqueña, which is also to be used for the special library of the Legislative Assembly, and an extensive corridor opening upon the patio of the building, which is also used as a general reading room. Altogether, some 3000 square feet of space are devoted to library purposes.

Since 1906 appropriations of \$1000 a year have been made for the purchase of books, reviews and newspapers, and the total number of volumes contained approximate 15,500 volumes, 10,000 of general interest and 5500 are reports and government documents. Expenditures for the past year were \$4799.46; salaries \$2397.34; books, etc., \$718.24.

A card dictionary catalog is in preparation, and it is proposed to make a union catalog of all other collections open to the public or members of professions in the city, including the municipal and court libraries.

Toronto Public Library. The plans recently approved for the Dovercourt branch provide for a structure one story in height, with wings extending back from each end to form with the rear fence a garden, in which, "amidst trickling fountain and singing birds, the readers will sit 'neath shady leafage and while happy hours away."

ENGLISH

Petersborough Cathedral Library. With the arrest of a book thief by the London police, came to light the loss of no fewer than 217 historic books and manuscripts stolen from the library during the years 1904 to 1909. Only six highly placed persons in the minster precincts have the keys to the library, and the doors are always kept locked. One of the rarest books which disappeared has now been discovered in J. Pierpont Morgan's collection, and it is said the sum paid for it was in four figures, sterling. Another copy went to another American millionaire for over \$5000.

FOREIGN

Royal Library of Berlin. Under the title, "Mitteilungen aus der Königlichen Bibliothek," published by the administration, have been reprinted the letters of Frederick the Great to N. C. Thierot, through Weidmannsche Buchhandlung, Berlin, at 3 marks. These are contained in the library, and were a contribution to the celebration of the two-hundredth anniversary of his birth. These "Mitteilungen" are intended to bring to light the valuable collections of manuscripts, etc., contained in the library.

Leipzig. An international book and graphic exposition is to be held during 1914, and a special division for libraries is planned.

Librarians

AMBROSE, Miss Lodilla, has been appointed librarian and curator of the new New Orleans School of Tropical Medicine and Hygiene, Tulane University.

FARLEY, Caroline A., librarian of Radcliffe College from 1892 to 1908, died at her home in Cambridge, Mass., March 14, 1912, in her 65th year.

JOHNSON, Miss Mary Hannah, librarian, Carnegie Library, of Nashville, Tenn., and honorary president of the Tennessee Library Association, is to be married to Dr. Philander Priestly Claxton, United States Commissioner of Education, on April 23, 1912, at Christ Church, Nashville, Tenn.

MUMFORD, Rosalie, B.L.S., Albany, has been appointed to take charge of the new open

shelf room of the Detroit Public Library. Miss Mumford's home is in Detroit, and she was an assistant in this library for several years before going to library school. Since graduation she has been employed mainly in the Louisville Public Library.

NOLAN, Dr. Edward J., librarian and recording secretary of the Academy of Natural Sciences, Philadelphia, has been arduously at work in connection with the hundredth anniversary of the Academy, which was celebrated in March. The year marks his fiftieth in library work, for in 1862, when a boy of sixteen, he made his first book entry in the same library. Although re-elected annually, it has never occurred to members of the board during the many years of his librarianship to propose a name in opposition, even though that were done as a mere formality. Dr. Nolan is number six in the A. L. A. register, and was in attendance at the first conference of 1876.

RHINEHART, Ida Lacy, has been elected librarian of the Carnegie Library, of Alliance, Ohio.

STEVENS, Anna Mae, for ten years a member of the staff of the Carnegie Library, of Atlanta, Ga., resigned her position in the library on February 1, and was married on February 20 to Dr. Hubert Baxter, of Ashburn, Ga.

WATSON, William R., librarian of the San Francisco Public Library, severed his connection with that institution March 1. His address for spring and summer will be 103 Maple avenue, Northfield, Minn.

YUST, William F., retires April 1 from his post in the Louisville Public Library, and it is announced from Rochester, N. Y., has been named librarian by the trustees of the Rochester Public Library. Mr. Yust has accepted and is to take charge April 20.

Library Reports

Baltimore, Md., Enoch Pratt F. L. Bernard C. Steiner, lbn. (26th rpt.—year 1911.) Total volumes 288,255. Staff: 110 officers and employees. Circulation 692,286. In the reading rooms 94,071 books and 207,511 magazines were used. There are now 39,586 borrowers' cards outstanding. New registrations 9056. 17,166 books were accessioned; of these 830 were bound magazines and periodicals, 836 were donations, and 15,500 were purchased at an average cost of \$1.02½ per volume. Books mended 72,682; sewed 4606; bound in library 423; bound by outside binders 918; rebound by outside binders 6565. Expenditures \$81,246.51 (salaries \$41,641.64; light \$2901.03; coal \$2790.40; books \$15,906.38; periodicals \$2057.92; binding \$3907.84).

A new branch was opened in December, and a lot for branch No. 16 donated.

Belmont (Mass.) P. L. Mary Sawyer, lbn. (39th rpt.—year ending Dec. 31, 1911.) Ac-

cessions by purchase 420; total 14,215. Total circulation 24,737, a gain of 1415 over last year (fiction 54 per cent.). Borrowers 2239. Receipts \$3484.94; expenditures \$3483.88 (salaries \$1858.46; books and periodicals \$670.59; coal \$203.47). Unlimited number of books may be borrowed at one time, except in fiction. This has caused no inconvenience. Return post cards were sent out to patrons on which they might ask for regular news of accessions. The few returns, however, showed little desire for a regular bulletin, so that the library will not publish one.

Binghamton (N. Y.) P. L. William F. Seward, lbn. (Rpt.—year ending Dec. 31, 1911.) Accessions 2872; number of volumes in library 27,427. The total issue was 156,909. Of this total issue of books 45,158 were non-fiction, an increase of 3000 over the preceding year. Reading room attendance 43,817. Number of registered borrowers 3953; total number 11,917. Receipts \$11,464.55; expenditures \$11,618.08 (new books \$2376.64; salaries \$5815.58; bindings \$581.77; light and heat \$568.60).

Boston (Mass.) Athenæum. C. K. Bolton, lbn. (Rpt.—year 1911.) Accessions 5963 volumes, 3499 by purchase, 446 gift, 392 binding periodicals, and 1626 binding pamphlets. Total in library 249,753. Accessions 608 photographs, engravings and maps. Circulation 37,986. Income from assessment and fines \$7146.95. 1553 volumes were repaired at a cost of \$450.83 in wages and materials, an average of twenty-nine cents per volume.

The library of King's Chapel, of 213 ancient books, which was begun in 1698, when chests of books were sent from England for the education of the colonial clergy, has now come into full possession of the Athenæum. The library correspondence has been arranged in scrapbooks chronologically, beginning with 1807. The Athenæum building is considered unsafe, both as to weight on the floors and as to fire.

Boston, Massachusetts Institute of Technology L. Robert P. Bigelow, lbn. (Rpt.—year ending June 30, 1911.) The present statistics cover nine months only because of a change in the fiscal year. Accessions, by purchase, 792; by binding, 1002; by gift, 777; pamphlets, maps, 1303, 2080. Total 92,148 volumes, 25,875 pamphlets and maps. For the purchase of books \$2343.45 was spent; binding \$1785.92; subscriptions \$1849.13.

Buffalo (N. Y.) P. L. Walter L. Brown, lbn. (15th rpt.—year 1911.) Accessions 16,336 (by purchase 38,883; by gift 1499). Total number of books in library and branches 300,512; pamphlets 31,144. Total number of borrowers 78,360, and 40,423 pupils enrolled in classroom libraries. Circulation 1,463,315. The circulation in the children's room shows a decrease of 2043; total 116,574; children registered outside of the schools 19,620. During the year 28,246 books and 26,808 pamphlets

have been bound. Receipts \$121,117.05; expenditures \$117,303.54 (books \$28,139.69; salaries \$49,698.87; light \$2847.40; fuel, \$2071.61; binding \$10,856.64). "While every department in the main library has shown a falling off in the number of books circulated, the total is still the largest number of books that is sent out from any library building in the country." However, this is not set forth as a cause for pride, as readers must travel far to get books, and branches are urged. A small branch was opened early in 1911, with only 3099 volumes, and had a circulation of 80,670. A map showing borrower distribution is given.

Chicago, Ill., Newberry L. W. N. C. Carlton, lbn. (Rpt.—year 1911.) Accessions 12,294 books and 2346 pamphlets; total in library 276,521. Readers reached 75,477. Total issue of publications 107,079.

The entries in the general accession records were made a basis for the inventory of all publications in the library. Twenty-three volumes were loaned to other institutions. The catalog department prepared 11,482 cards, and is making a duplicate set of cards for the new Public Author Catalog, now in process of compilation, 2165 new titles having been added during 1911. L. C. cards were secured for 25 per cent. of the new titles, cataloged between April and December. 250 titles of recent acquisition were sent to the Library of Congress and printed. The cost of printed cards secured from Washington primarily for the new catalog was \$715.26 for 1910 and \$584.19 for 1911. Number of entries made by the classification department was 20,580. Paper labels on the back of books were discarded and the location mark gilded. Only the best Turkey and German morocco and English imperial cloth is used in the binding department.

Elizabeth (N. J.) P. L. C. A. George, lbn. (3d rpt.—year ending Nov. 30, 1911.) Accessions 6244; total number of volumes 31,988. Circulation 168,294. Total cost of books purchased \$4,864.88. Receipts \$40,836.89; expenditures \$40,786.89 (salaries \$8070.78; light and heat, \$362.25; books, periodicals and bindings \$6836.48).

On October 28, the corner-stone of the new library building was laid with appropriate exercises, and it is expected that it will be completed during 1912.

Portland (Ore.) L. Assoc. Mary F. Isom, lbn. (48th rpt.—year ending Oct. 31, 1911.) Total volumes 116,986. Borrowers 42,914. Circulation in central library 371,568, with branches 787,772. Accessions 21,355. The branch library service is noted as inadequate, but \$105,000 has been donated by Mr. Carnegie for three new buildings. A new central building has been planned, the old plot having been sold and a whole block bought. The amount available for the building through a tax levy of 1½ mills will be approximately \$400,000, and \$50,000 for stacks and furnishings. During the year the East Portland Branch was

burned and some 6000 books lost. The work with schools is on a broad basis. Teachers may take additional volumes to those of the classroom libraries of 50 books. High school student classes are conducted by the reference librarian, grade pupils taught by the children's librarian, and teachers by the school librarian. Branch librarians are in charge of the school work in their districts, under direction of the school librarian. High school librarians have been appointed under the supervision of the school department, with headquarters at the nearest branch, where their time is spent after school hours. In November fines were reduced from five cents to two cents per day, and though more books were kept overtime the change was appreciated, and the good feeling produced more than compensates for the added labor and expense. Re-registration is now required only after five years, instead of two.

FOREIGN

Bergen (Norway) P. L. Arne Kildal, lbn. (Rpt.—1911.) On 277 work days in 1911, 125,259 books were circulated, an increase of almost 23,000 over 1910, 82,995 being fiction and 42,264 other literature. New registration 2207. Loss of books was 90 from the fall of 1909 to summer of 1911, of which 63 were fiction. A new branch was opened in October, 1911, with 60 volumes as a start. During the last three months of 1911, the circulation amounted to 751. Complaint is noted that the library cannot give adequate information on questions asked by the public, lack of funds preventing employment of an assistant for that purpose. The report gives a classified outline of 435 books borrowed on one day. Foreign authors include Ainsworth, Alexander, Benson, Caine, Corelli, Dickens, Galsworthy, Hewlett, Hutton, Kipling, Marryat, Savage, Southworth, Thackeray, Mark Twain, Wells, and Williamson, out of a circulation of 32 foreign works. Children's books are sent to the public schools, and are placed in charge of the teachers, since 1911 pupils in the higher grades being permitted to take books home. In one school a case of 140 volumes had a circulation in three months of 1261. The library has not been provided with a children's room. Books are sent out to nearby counties in charge of the local officials, the demand being greater than the small book stock can supply. Only five references are necessary as guarantee in order to send a case, which is rented for a period of four months, with privilege of renewal of two months, at a cost of two crowns a month. Inventory of books on July 7, 1911, showed 107,084 volumes, 16,398 pamphlets, making this the largest public library in the country and the third largest library as such. The library classified and cataloged on U. S. lines 5025 volumes, making a total of 13,000 volumes under the new system. Open shelf section is ready, and the books are listed; these are to be printed. A summer course was given in library work from July 7 to 15, with an at-

tendance of 18. There was a meeting of seven librarians of the various libraries in the city on May 11, 1911, at which like systems of classification and cataloging were advocated, as also coöperation in book buying to prevent duplication. Another meeting was held on December 8, and reduction in bookbinding rates was suggested, as work done out of the city was done more cheaply, though it was desirable to patronize home industries. This request was signed by thirteen librarians. It was thought that much time and labor could be saved if some central institution should make a specialty of printing library cards, and a request was made to the University Library to commence the printing for sale to other libraries of books contained in that library. The desirability of a local library association was discussed. The income of the library for 1911 was \$559.86 kr. (\$2311). Fines amounted to 1325.93 kr. Eleven persons are on the library staff.

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At present this library contains 36,011 volumes devoted almost exclusively to Botany, Materia medica, and Pharmacy, with a section of Eclectic medicine.

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WOMAN. Lutes, Della Thompson, and Pettinger, Eliz. Evans. Mothers' and teachers' club booklet. Cooperstown, N. Y., Arthur H. Crist Co., '11. 102 p. (13 p. bibl.) obl. 16°, 25 c.

IMPORTANT SALES CATALOGS.

BAER, Joseph, & Co. Alexander v. Humboldt, Katalog einer Sammlung seiner Werke, Porträts, Schriften über ihn. Frankfurt a. Main. (24 p., no. 601.)

— Spinoza, Katalog einer Sammlung seiner Werke, der Schriften seiner Anhänger und Schuler und der Literatur über ihn. Frankfurt a. Main. (80 p., no. 598.)

— Periodica. Frankfurt a. Main. (145 p. no. 599, 1716 titles.)

Communications

MARCH 18, 1912.

Editor Library Journal:

My attention has been called to a sentence in the paper on "Library associations and library meetings," by Mr. Frank P. Hill, in the LIBRARY JOURNAL for October, 1911, in which he states that there are two state clubs in Pennsylvania.

The Pennsylvania Library Club was formed as a state association, but the meetings were held in and near Philadelphia, and it became a local club.

To meet the needs of the rest of the state, the Keystone State Library Association was formed, and the Pennsylvania Library Club has since been a purely local organization.

I am thoroughly in sympathy with the spirit of Mr. Hill's article, and think that there are too many meetings and too many associations of librarians. It might be better for the librarians if three weeks were given to the meetings of the A. L. A. and allied organizations, and permit the rest of the year to be used for library work on the inside.

The only privilege which the Pennsylvania Library Club exercises as a state organization is the arrangement of the Atlantic City meeting in connection with the New Jersey Library Association. This has been continued because the Atlantic City meeting was organized by the officers of these two associations.

Yours very truly,

THOMAS L. MONTGOMERY,
State Librarian.

Editor Library Journal:

I AM now engaged, along with two other officials of the Photographic Survey and Record of Surrey, in preparing a book dealing with the general subject of photographic survey work.

The value of the photographic print in recording the architecture, antiquities, popular life, customs and natural history of a town or district is only now beginning to be gen-

erally recognized. In England there are already a number of town and county societies carrying on work of this kind. In a number of cases these societies have recognized that the local public library is the best place in which to house their collections. In the case of the Survey and Record of Surrey, we have stored in the Croydon public libraries a collection which has now reached a total of about 5000 prints and 1000 lantern slides, which illustrate every department of county history, scenery, and so forth.

We are anxious in our forthcoming book, which we hope may widely extend the movement for photographic record, to state what has actually been done in this direction in other parts of the world.

I shall be extremely grateful if any of the readers of the LIBRARY JOURNAL can send me any information as to what is being done in America, either by means of societies or in a more private way, to make and store photographs of this kind.

The points upon which information is particularly desired are the following: (1) Date of founding of society; (2) secretary's name and address; (3) number of prints in collection; (4) number of lantern slides; (5) main subjects represented; (6) how stored, albums, boxes, drawers, vertical file; (7) where stored, public library, museum, or other place; (8) is collection accessible to public; if so, under what conditions; (9) how is collection arranged; if classified, any notes showing nature, detail, and extent of the classification would be highly valued; (10) is there any catalog or index; if so, of what kind; (11) method of mounting, dry or wet; (12) size of mounts, and material, whether paper or card.

Copies of rules, reports, labels and any other printed matter would be extremely useful.

I need hardly say that due acknowledgment will be made of all information given and material sent.

Faithfully yours,

L. STANLEY JAST,

Chief Librarian, Croydon Public Libraries; Honorary Curator, Photographic Survey and Record of Surrey.

Editor Library Journal:

SIR: Can any reader of the LIBRARY JOURNAL locate in print "The beggars' and vagrants' litany"?

Very truly yours,

JOHN B. KAISER, *University of Illinois.*

Library Calendar

APRIL

18. L. I. L. C.

May 9. N. Y. L. C.

Je. 26-Jl. 2. A. L. A. Conference, Ottawa.

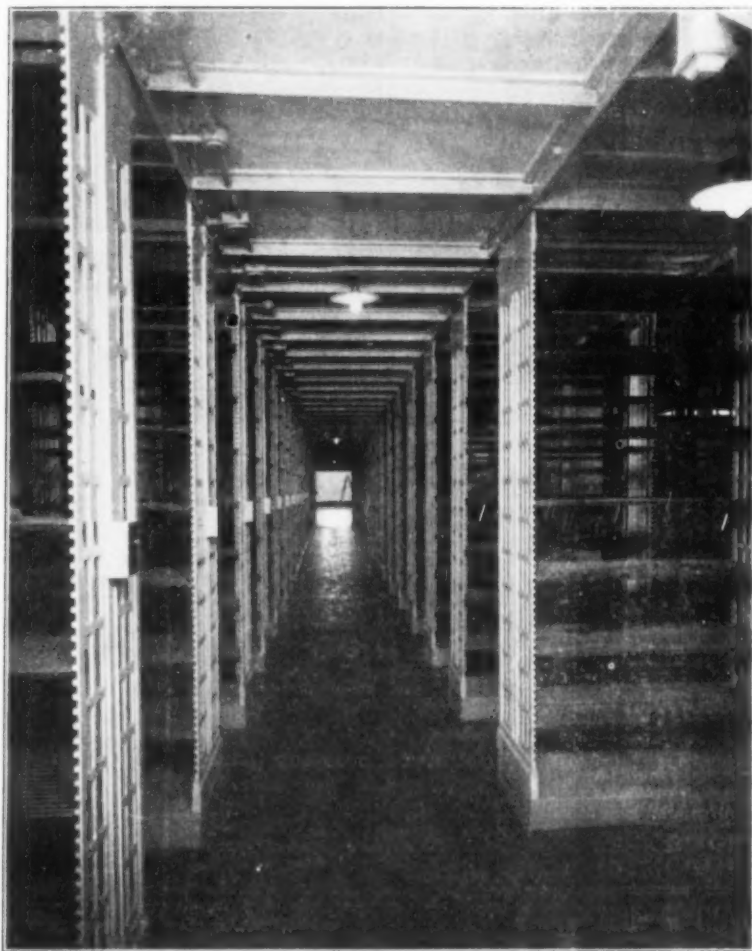
S. 1-7. L. A. U. K. Conference, Liverpool.

S. 23-28. N. Y. L. A. "Library week," Niagara Falls.

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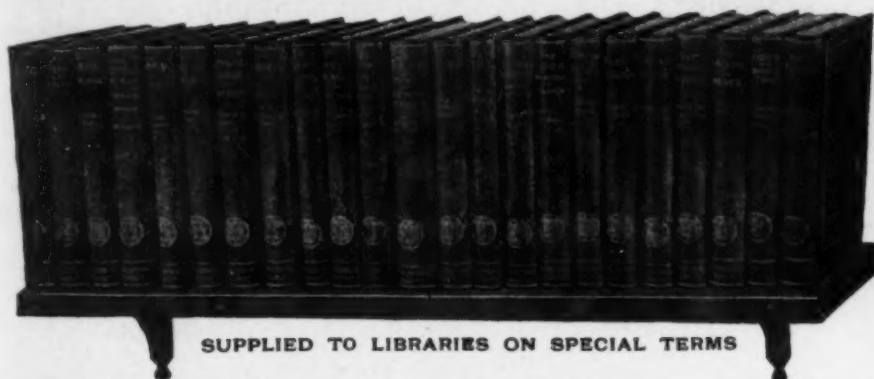
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
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